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CAMBRIDGE ENGLISH Language Assessment
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OFFICIAL PREPARATION MATERIAL

Kid's Box

Updated Second Edition

British English

Caroline Nixon & Michael Tomlinson

5

Pupil's Book

For the revised Cambridge English: Young Learners (YLE)

To Teachers and Parents

The Cambridge English: Young Learners (YLE) tests are a series of motivating, activity-based tests designed for primary children. The YLE tests are often a child's first experience of language testing and the emphasis is on fun and ensuring a positive experience.

The YLE tests and corresponding preparation materials are recognised worldwide for serving as a gentle introduction to exams whilst benchmarking progress and demonstrating competence. The tests are designed to develop the skills needed to communicate in English and cover all four language skills (reading, writing, listening and speaking).

All seven levels of **Kid's Box** follow the syllabus for the YLE tests with each cycle corresponding to one of the three tests – Starters, Movers and Flyers. The YLE tests are aligned with the Common European Framework of Reference (CEFR) and **Kid's Box** provides the building blocks to enable students to reach CEFR level A2.

Kid's Box provides thorough preparation for the Cambridge English: Young Learners tests through a fun and engaging learning experience.

Cambridge University Press

Kid's Box

Pupil's Book 5

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Language summary

	Key vocabulary	Key grammar and functions	Phonics
Welcome to our ezine page 4	**School subjects:** *Art, Computer studies, English, French, Geography, German, History, Maths, Science, Spanish, Sport* **School:** *competition, dictionary, exam, language, lesson, prize, study, subject, timetable*	*Like / love + -ing / nouns, 'd like + infinitive* **Present simple questions and short answers:** *Do you live near your school? Yes, I do. / No, I don't.* *Is it on Thursday? Yes, it is. / No, it isn't.*	Consonant sounds: *'j' (jump, orange)* and *'ch' (cheese, lunch)*
1 Time for television page 10	**Time:** *half, o'clock, past, quarter, to* **TV programmes:** *action film, cartoon, comedy, documentary, music video, news, quiz show, sport, weather* **TV:** *channel, episode, series, turn on* **Adjectives:** *bad, boring, exciting, funny, good, interesting*	**The time:** *What time is it? It's quarter past one.*	Vowel sound: *'yoo' (usually, music)*
History Cartoons page 16			
2 People at work page 18	**Jobs:** *actor, cook, dancer, dentist, doctor, farmer, firefighter, footballer, journalist, mechanic, nurse, painter, pilot, secretary, sports commentator, swimmer, teacher, writer*	**Plans, intentions and predictions:** *going to*	Short vowe sound: *'er' (painter, acto treasure)*
Science Teeth page 24		**Review** 1 and 2 page 26	
3 City life page 28	**City life:** *airport, bridge, castle, fire station, hotel, museum, playground, police station, post office, prison, road, restaurant, street, taxi, theatre, zoo* **Directions:** *across, along, corner, left, past, right, straight on*	**Directions:** *Go along / across (Green Street), Take the first / second / third street on the left / right, Go straight on, Turn left into (Blue Street), Turn right at / on the corner, Stop before you get to the (river), Walk past the (playground), What's at the end of (the street)?, be lost* **Prepositions:** *behind, between, next to, opposite*	Consonant sounds: *'s' (socks)* and *'sh' (shops, machine)*
Geography Cities page 34			
4 Disaster! page 36	**Disasters:** *earthquake, hurricane, iceberg, island, lightning, storm, tsunami, volcano* **Verbs:** *break (leg), catch fire, cut, destroy, drop, erupt, fall down, hit, hurt, lose* **Months**	**Past continuous and past simple:** *I was having a picnic when it started to rain. What were you doing when the teacher saw you?*	Stressed syllables
Geography The Earth's surface page 42		**Review** 3 and 4 page 44	

	Key vocabulary	Key grammar and functions	Phonics
5 Material things page 46	**Materials:** *bone, brick, card, fur, glass, gold, grass, leather, manmade, metal, natural, paper, plastic, recycle, rubber, silver, stone, sugar, wood, wool*	**Describing objects:** *It's / They're made of (brick), What is it / are they made of? Where do / does … come from? (Wood) comes from (trees).*	Rhyming words
Science Recycling plastic page 52			
6 Senses page 54	**Senses:** *hearing, sight, smell, taste, touch* **Cooking:** *bowl, cheese, cut, flour, fork, ingredients, knife, mix, onion, pepper, pizza, plate, recipe, salami, salt, sausage, spoon, topping*	**Describing sensations:** *What does it (feel / taste / smell / look / sound) like? It (feels / tastes / smells / looks / sounds) like* + noun	Consonant sounds: *'s' (rice, salad)* and *'z' (music, loves)*
Art Optical illusions page 60		Review 5 and 6 page 62	
7 Natural world page 64	**Nature:** *bin, butterfly, clean up, endangered species, extinct, field, ground, habitat, in danger, insect, protect, rainforest, rubbish, tree* **Describing species:** *female, male, spots, spotted, striped, stripes, wing*	**Giving advice:** *should / shouldn't, People should / shouldn't, What should we do? You should / shouldn't … , I think we should / shouldn't … , I agree, I don't agree*	Weak form of *and*
Science Extinction page 70			
8 World of sport page 72	**Sports:** *athletics, badminton, golf, ice skating, race, running, sailing, skiing, sledging, snowboarding, volleyball* **Seasons:** *spring, summer, autumn, winter*	**Present perfect for life experiences:** *Have you ever (won a prize)? Yes, I have. / No, I haven't. I've never (won a prize).* **Present perfect for recently completed actions:** *He's visited his grandmother this afternoon.* **Present perfect for completed actions with present relevance:** *He hasn't done his homework.*	Rhyming words
Art Olympic design page 78		Review 7 and 8 page 80	
Values 1 & 2 Respect in the classroom page 82			
Values 3 & 4 People who help us page 83			
Values 5 & 6 Tell the truth but don't hurt page 84			
Values 7 & 8 Value your friendships page 85			
Grammar reference page 86			

Reading 7 Read and think. What's your favourite school subject? Why?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine!

home | reports | games | world | email

For our first ezine we went round our school to find out more about what we learn.
We all study these school subjects: Maths, English, Science, Music, Sport, Art and Computer studies.

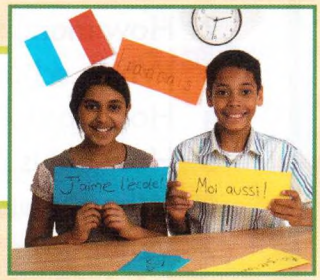
Kid's Box reports
Our School

a

Older students have to study more school subjects and take important exams.

b

We study a second language. We can choose French, German or Spanish.



c

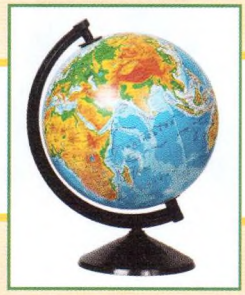
We use the dictionaries in the school library to help us to understand new words.

d

Science is an important subject so we do it every day. This year we're learning about plants and the human body.

e

In our Geography lessons we learn about different people and their countries.



f

The best subject is History. We love learning about the past!

We all agree that the best thing about school at the moment is the new ezine competition. We all want to win that prize!

Science | History | Geography | language | school subjects | exam | dictionary

8 05 CD1 Listen. Repeat the word and say the letter. 1 History.

History. That's 'f'.

9 Read again and say 'same' or 'different'.

1 At City School they all study music.
2 Older students take important exams.
3 They can choose a second language.
4 There are dictionaries in the school library.
5 They study Science every day.
6 They think History is better than Geography.

10 06 CD1 Listen and say the subject.

1 A lot of people think the capital of Australia is Sydney, but it isn't. It's Canberra.

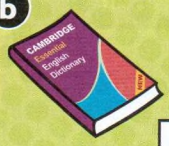
Geography.

11 Read and choose the right words.

1 We study the past in **Science / Geography / History.**
2 French, Spanish and German are **languages / exams / Maths.**
3 When we don't understand a word, we can use **a book / a dictionary / Art.**
4 We study plants and the human body in **Maths / Sport / Science.**
5 We learn about people and countries in **Geography / Computer studies / Music.**
6 Teachers sometimes find out what we know by giving us **subjects / computers / exams.**

12 07 CD1 Listen and match. Check and sing.

a

b 

Because school is cool, it's where we go
From Monday to Friday, I'm sure you know.
We study and we play, that's what we do.
We do it in the morning and the afternoon!

c

d

I really love (1)Geography,
And I enjoy (2)History.
I like to study (3)Science too!
My favourite subject in the afternoon.

Before lunch we have (4)Music,
And then (5)Computer studies,
And on Wednesday we do (6)Sport.
That's a class which is too short!

e

f

And I like to do (7)languages,
Spanish, French and Japanese.
Lots of words in the (8)dictionary,
For me to study and to read.

g

h

13 Read about the school words. What are they?

With this subject we can learn to talk to people from another country.

In this lesson we learn about plants and the human body.

When we study this we learn about different countries and people.

We use this to learn new words.

14 Write three more definitions. Ask and answer.

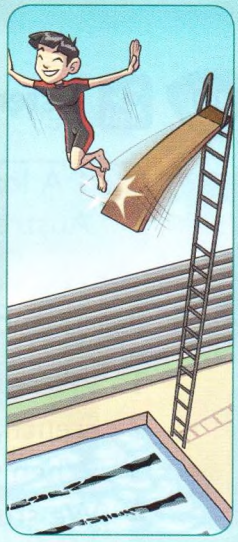
With this subject we can learn about numbers and shapes. What is it?

Is it Maths?

Yes, it is.

15 09 CD1 Focus on phonics

Jill likes Geography and German,
Her favourite subjects at school.
Charlie likes French, eating lunch,
And jumping in the pool!



Speaking 16 Play the game. Guess it in ten.

MY SCHOOL TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00–9.00	History	Maths	Music	Science	Maths
9.00–10.00	English	Computer studies	Geography	Sport	
break					
11.00–12.00	Art	Science	Science	French	English
12.00–13.00		Music	Computer studies	History	Geography
lunch					
14.00–15.00	French	Sport	History	English	Computer studies
15.00–16.00	Geography		Maths	Art	French

Is it on Thursday? Yes, it is.

Is it before lunch? No, it isn't.

Is it at three o'clock? Yes, it is.

Is it Art? Yes, it is.

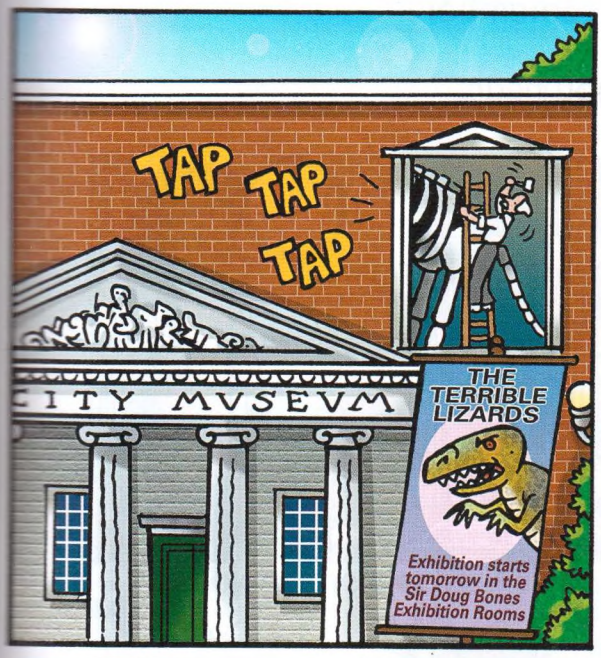
Writing 17 Write your school timetable.

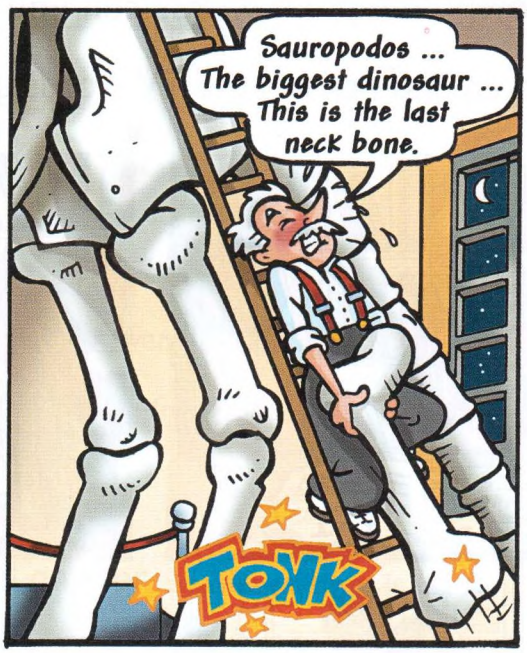
10 CD1 Joke Corner

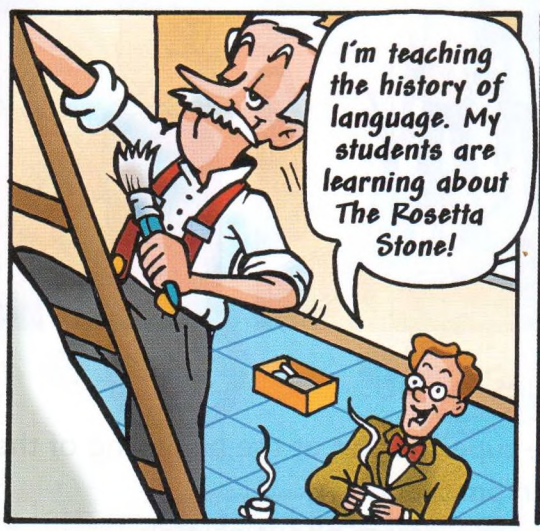
Why doesn't the elephan like Computer studies?

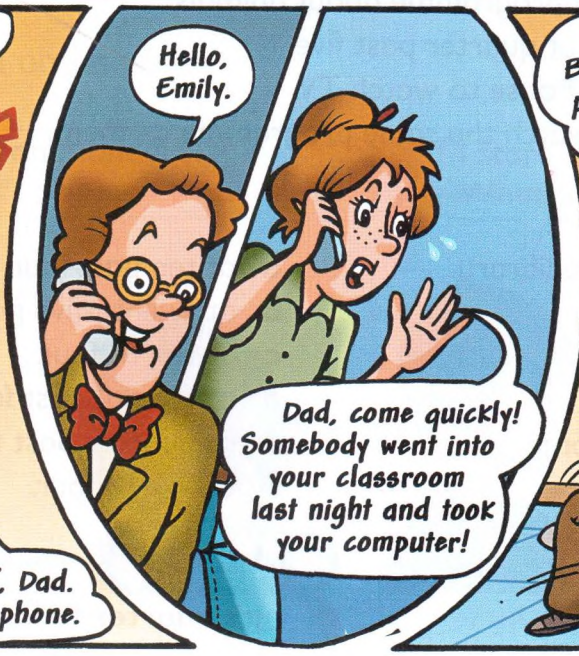
He's afraid of the mouse.

DIGGORY BONES





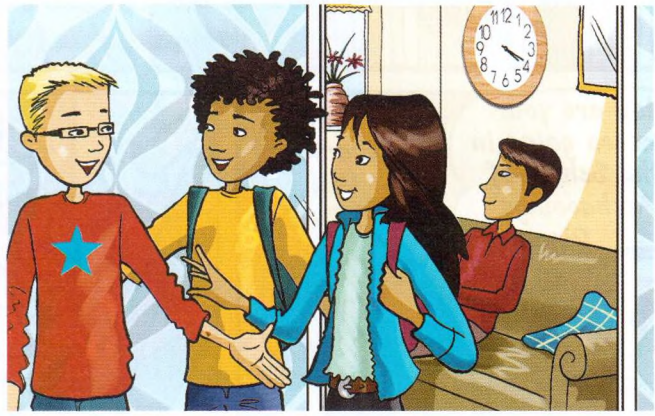




1 Time for television

Show what you know! What TV words can you remember?

Listening 1 13 CD1 Listen and tick (✓) the TV words you hear.



2 14 CD1 Listen again. Say 'yes' or 'no'.

1 The children are in the supermarket at the beginning of the story. No.
2 *Fun time* is on TV at ten past four.
3 They want to watch a programme about animals.
4 The kids arrive home at quarter past five.
5 The kids go to Alvin's house to watch TV.
6 Mr Nelson wants to watch the same programme as them.

3 Read and match.

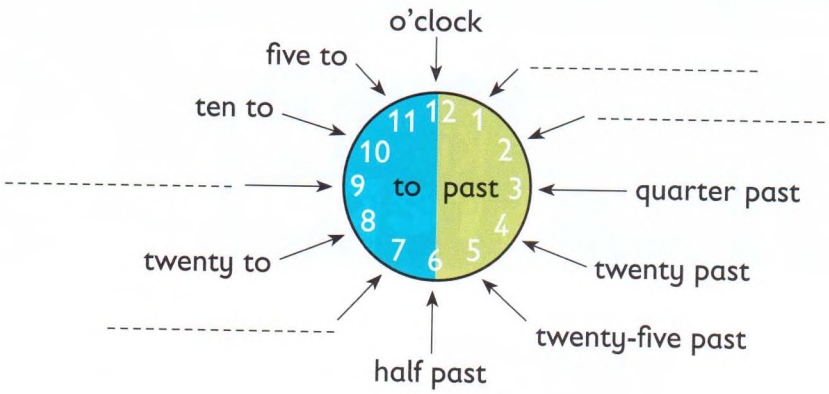
1 The children are in the library	a at ten past four.
2 They leave the library	b at twenty-five past seven.
3 *Fun time* is on TV1	c at ten to four.
4 *Animals* is on TV2	d at twenty past four.
5 The children arrive home	e at quarter past four.
6 The golf finishes	f at five to four.

LOOK

It's **quarter to** four. It's **quarter past** four.

4 Read and label the clock.

ten past | five past | twenty-five to | quarter to



5 Do the actions. Tell the time.

What time is it?

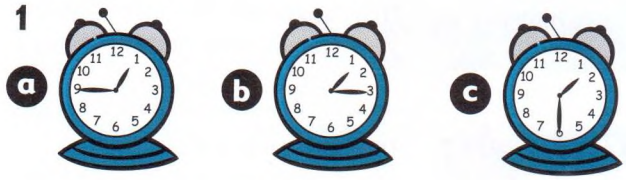
It's nine o'clock.

6 Look at the clocks. Ask and answer.

What time is it? It's quarter past one.

1 – b

1



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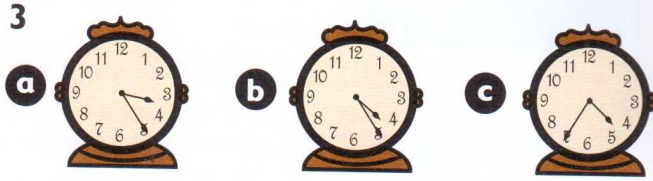

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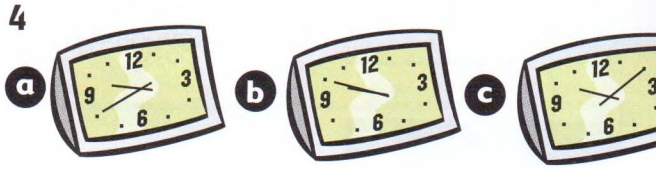


7 15 CD1 Listen and say the letter.

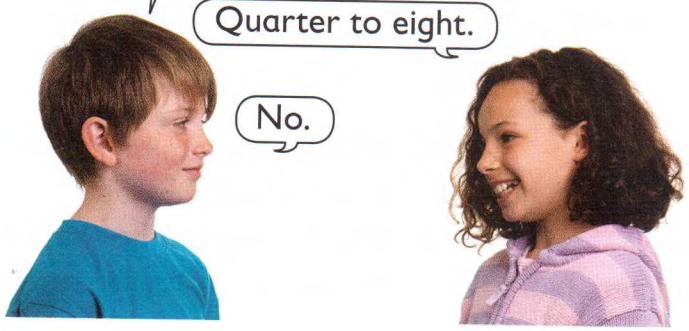
1 … I have lunch at quarter to one every day. a

8 Play the game. Ask and answer.

I get up at this time on Mondays. What time is it?

Quarter to eight.

No.



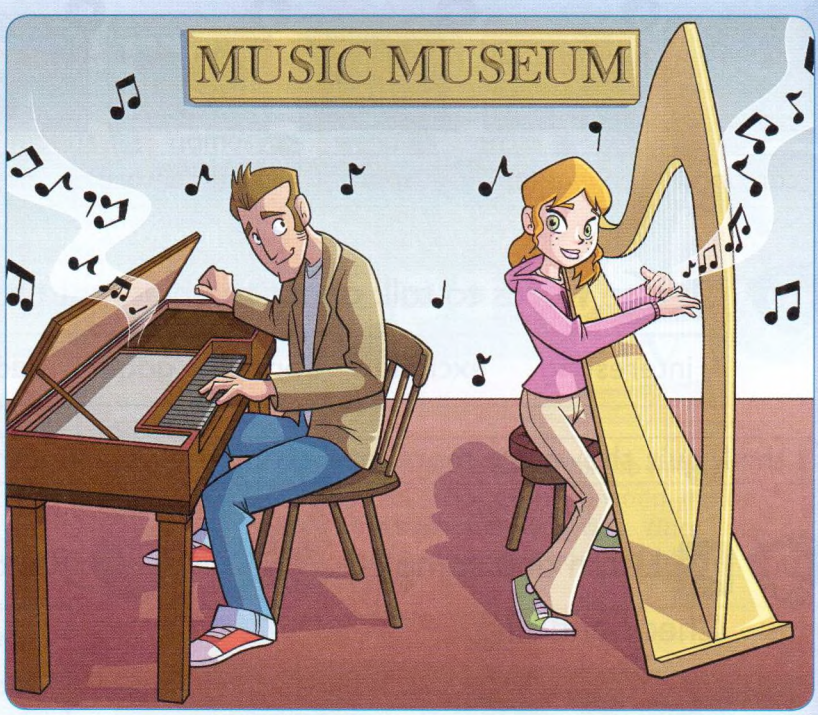
I start my lessons at this time. What time is it?

Nine o'clock.

Yes.

16 20 CD1 Focus on phonics

The students usually use computers
At the university on Tuesdays.
But today they're at the museum,
Playing beautiful music!



Speaking 17 Ask your friend.

Questionnaire

1 How often do you watch TV? — Three times a week.
2 What's your favourite programme? _____
3 What kind of programme is it? _____
4 What day's it on? _____
5 What time's it on? _____
6 Why do you like it? _____

Writing 18 Write about your friend.

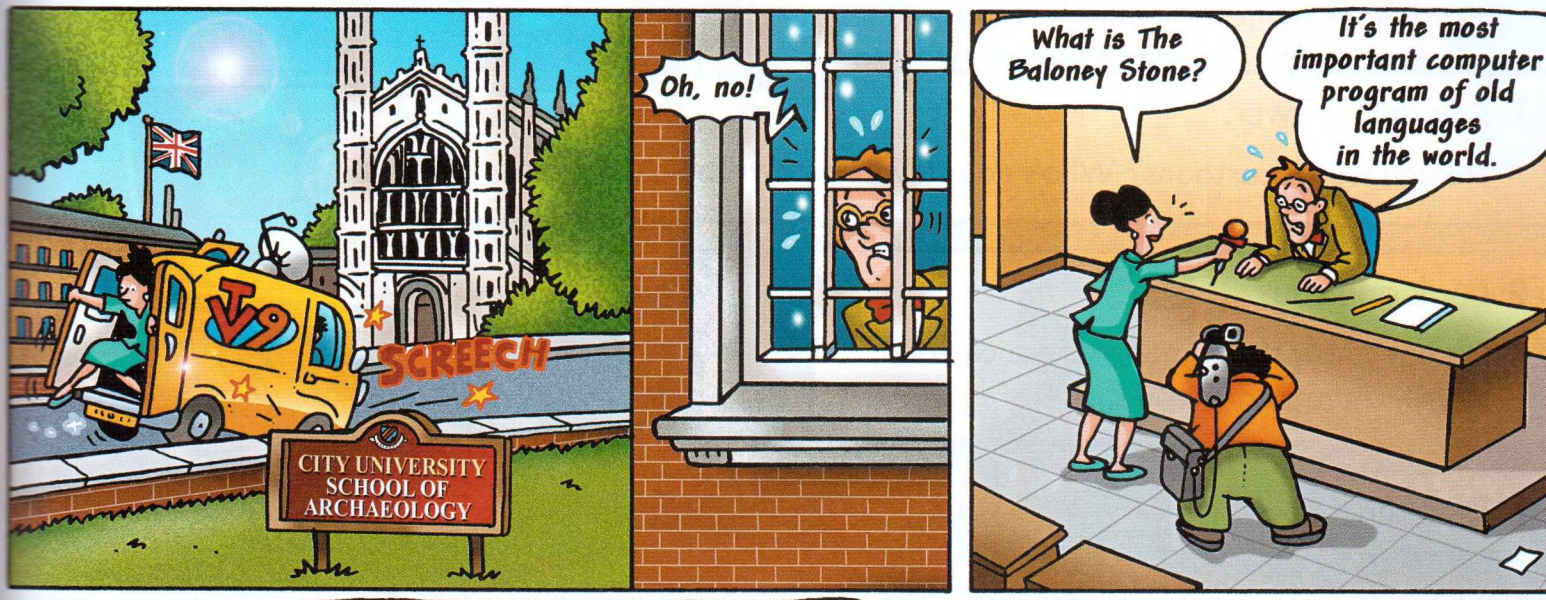
Peter watches TV three times a week. His favourite programme is ...

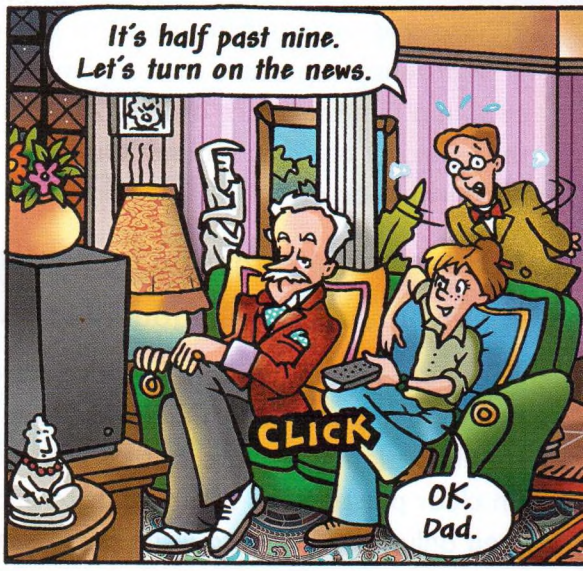
21 CD1 Joke Corner

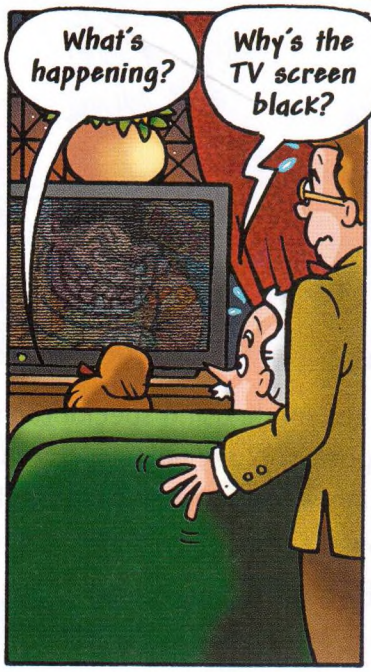
What's the worst time to play football?

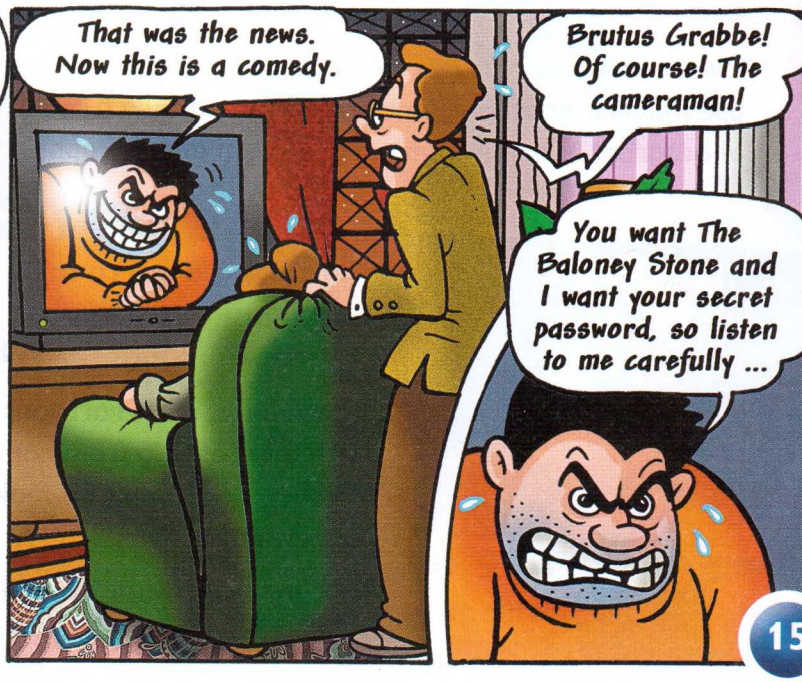
When it's five to one.

DIGGORY BONES



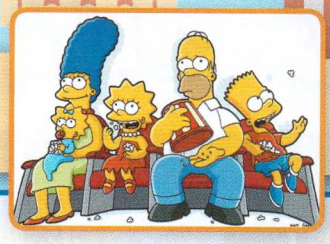






History Cartoons

FACT: ***The Simpsons*** **started in 1987. It's the longest running cartoon series.**



1 Ask and answer.

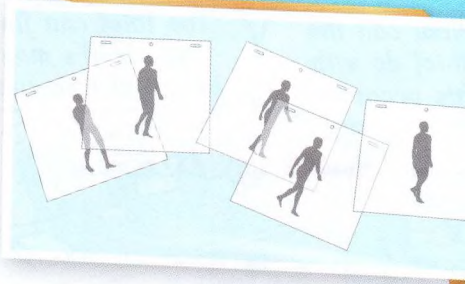
Do you watch cartoons? Who's your favourite cartoon character?

2 Look and say.

Do you know the names of these cartoons? Which characters are in them?

3 Read and answer.

Films and cartoons are made of lots of different images. In films the different images are called frames and in cartoons they are called cels. In a film there are usually 24 frames per second and in a cartoon there are 12 cels per second. Our eyes do not see the space between each frame or cel.



1 How many frames do you need for 15 seconds of film?

2 How many cels do you need for one minute of animation?

There are lots of different ways to make cartoons. The first cartoons were made using hand-drawn pictures. Today, some cartoons are drawn using cel animation. For these, artists have to draw pictures on clear plastic. This means that to change the cels they only have to redraw the parts of the picture that move.

Other cartoons, such as *Wallace and Gromit*, use models. Artists move the models and take a photograph. They have to take a lot of photographs!

3 Which method of making a cartoon do you think would take the longest? Why?

These days, most cartoons are made using special techniques with a lot of help from computers. Now, anyone can make a cartoon using cartoon-making websites. You could make a cartoon too.

4 Can you think of an idea for a cartoon?

4 24 CD1 Listen and choose the answer.

1 The first important cartoon character was
a) Felix the Cat. **b)** Shrek. **c)** Mickey Mouse.

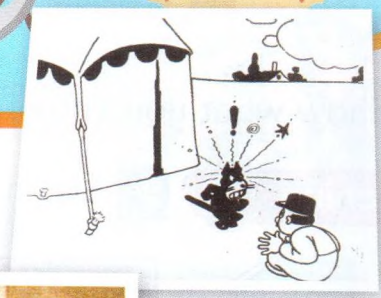
2 A lot of cartoon characters are
a) teachers. **b)** animals. **c)** flowers.

3 Walt Disney made the first cartoon in colour in
a) 1910. **b)** 1932. **c)** 1956.

4 In the 1990s cartoons started to use
a) colour. **b)** computers. **c)** sound.

5 *Shrek* won a prize for the best
a) animated film. **b)** character. **c)** music.

6 There are lots of fantastic new animated films every
a) week. **b)** month. **c)** year.



5 25 CD1 Listen again and put the information on the timeline.

computers sound colour ~~Felix the Cat~~ *Shrek* *Toy Story*

1928 _____ 1990s _____ 2001 _____

1920s Felix the Cat 1932 _____ 1995 _____

Project Make a flipbook cartoon.

You need:

- 2 sheets of heavy paper or cardboard
- A pencil and scissors
- Crayons or markers
- A big stapler or a big clip

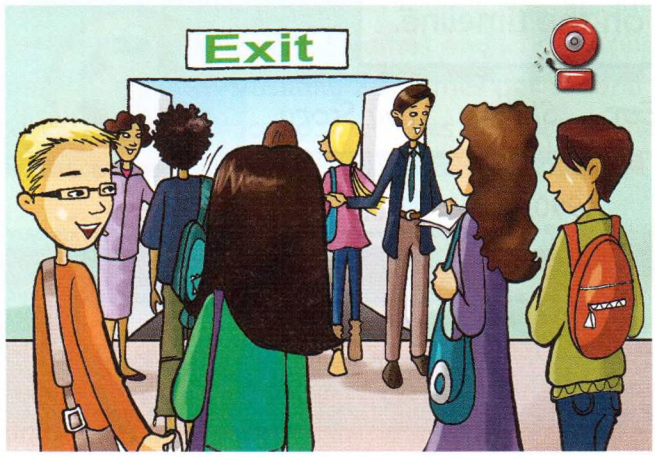
How to make the flipbook:

1 Cut each sheet of card into six squares.
2 Number the cards from 1 to 12 and draw the same bounce line on all 12 cards. Then draw a ball on the bounce line to the left of the first card. Draw the same ball on each card just to the right of the one before.
3 Put the cards in order. Staple one side.
4 Now flip through your cartoon book.

2 People at work

Show what you know! What jobs can you remember?

Listening 1 27 CD1 Listen and tick (✓) the jobs you hear.



2 28 CD1 Listen again. Complete the sentences.

1 They're looking at an exhibition on _____.
2 Dan thinks he's going to be a _____.
3 Shari thinks she's going to be a _____.
4 Shari hopes the _____ isn't going to burn down.
5 Alvin's going to be a _____.
6 They're going to write about famous people's _____.

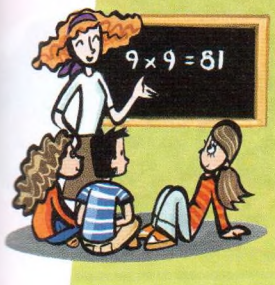
3 Read and order the words.

1 write about / What / for our ezine? / are / we / going to
2 going to / a nurse / be / when I'm older. / I'm
3 a doctor. / going to / Alvin / be / isn't
4 The school / isn't / burn down. / going to
5 win / prize! / We're / that / going to
6 do / you / What / tomorrow? / are / going to

LOOK

I'**m going to be** a dentist.
Alvin **isn't going to be** a nurse.
What **are we going to write** about?

4 29 CD1 Listen and order. Check and sing.



a She's going to help them all,
And work in schools … ☐

b They're going to do their best,
Then sleep and play. ☐

c They're going to do the job,
Then work all day,
Then sleep and play … ☐

d She's going to show the kids,
She's going to teach good rules. ☐

e They're going to do the job,
They're going to work all day. ☐

f He's going to do his best,
Then sleep and play … ☐

g He's going to do the job,
He's going to work all day. 1

5 Look and say. What are they going to do?

6 Correct the sentences.

No, he isn't going to play tennis. He's going to play football.

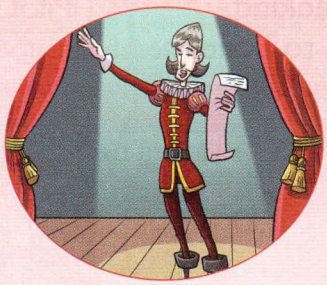
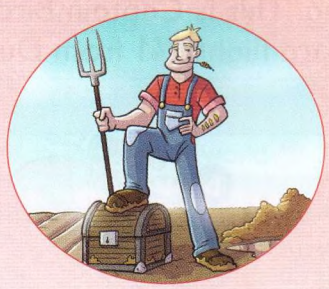
a) He's going to play tennis.
b) They're going to dance.
c) They're going to turn on a computer.
d) She's going to wash her face.
e) They're going to watch TV.
f) He's going to wake up.

7 Ask your friend.

1. Where are you going to go after school?
2. Who are you going to see this evening?
3. When are you going to do your homework?
4. What time are you going to go to bed tonight?

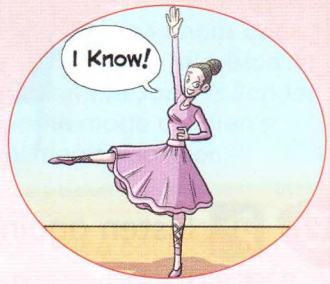
Now think of some more questions.

16 34 CD1 Focus on phonics

Painter, actor, swimmer, writer,
Older, taller, stronger, faster.

Farmer, teacher, doctor, dancer,
Treasure, picture, paper, answer!



Speaking 17 Ask and answer.

Writing 18 Write your plans for next week. Don't repeat any verbs!

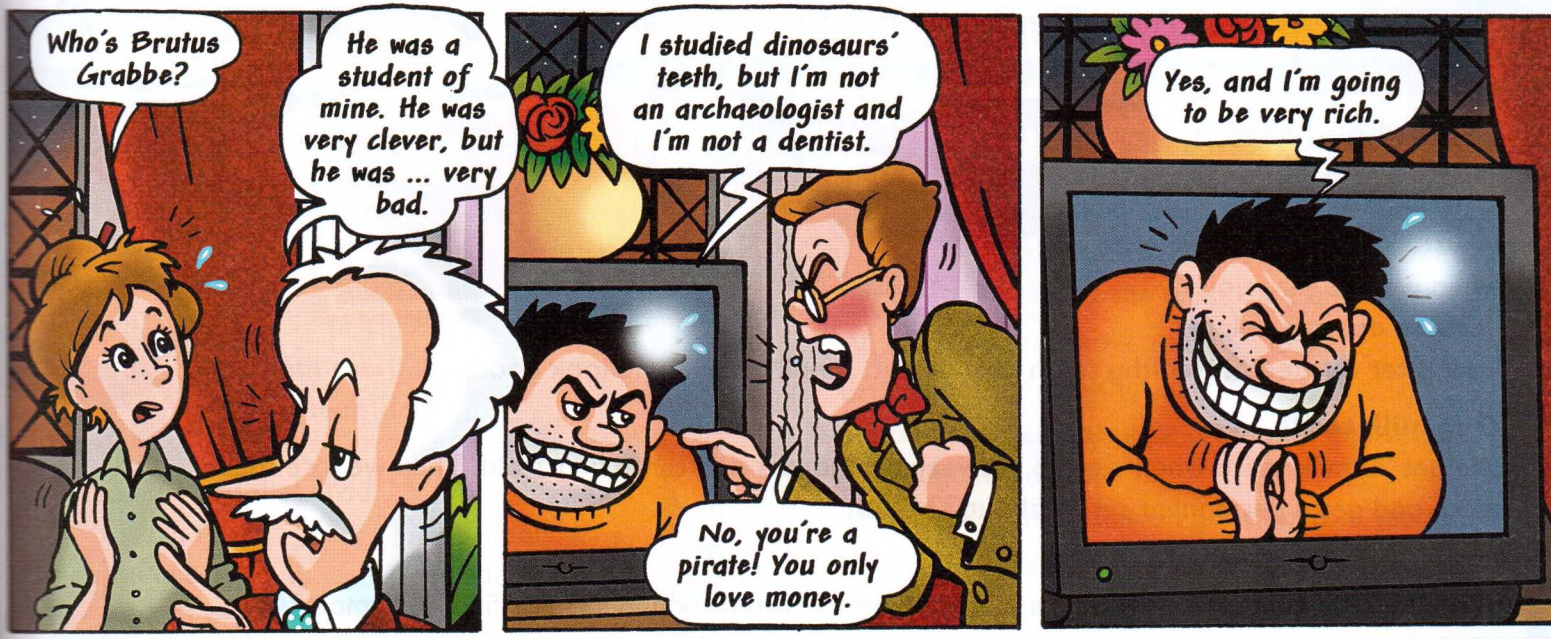
On Monday after school I'm going to play with my friends.
On Tuesday ...

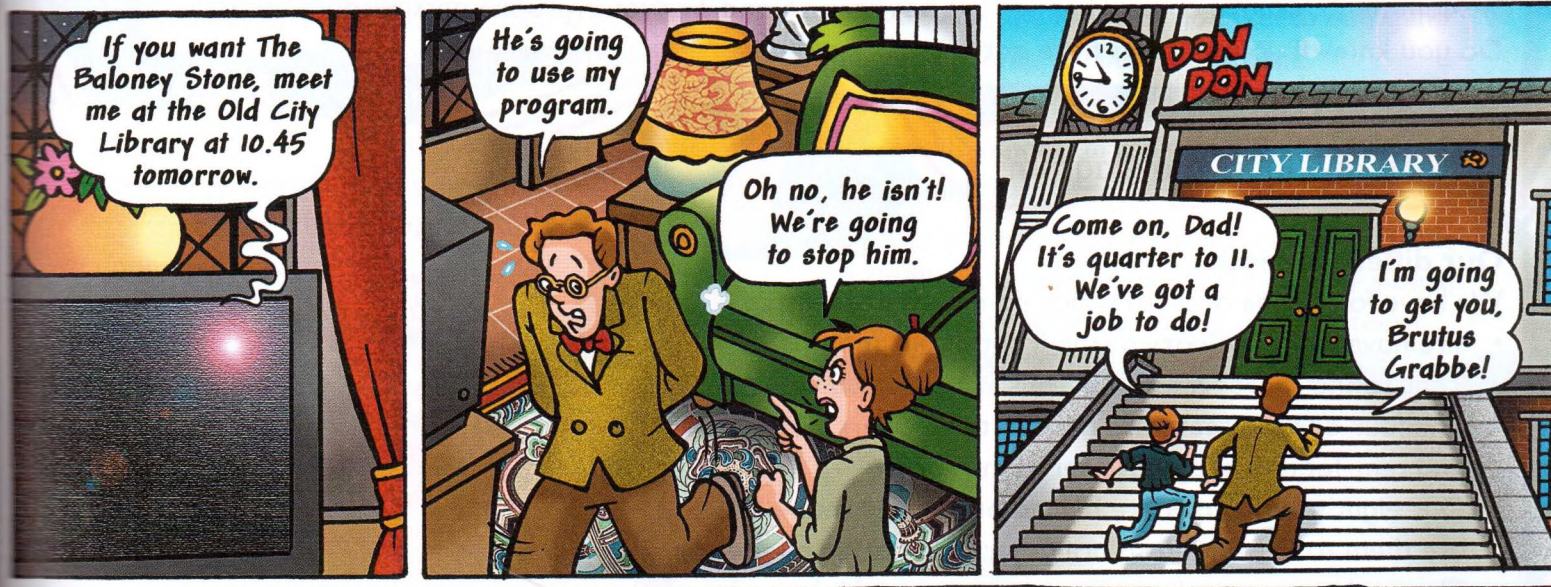
35 CD1 Joke Corner

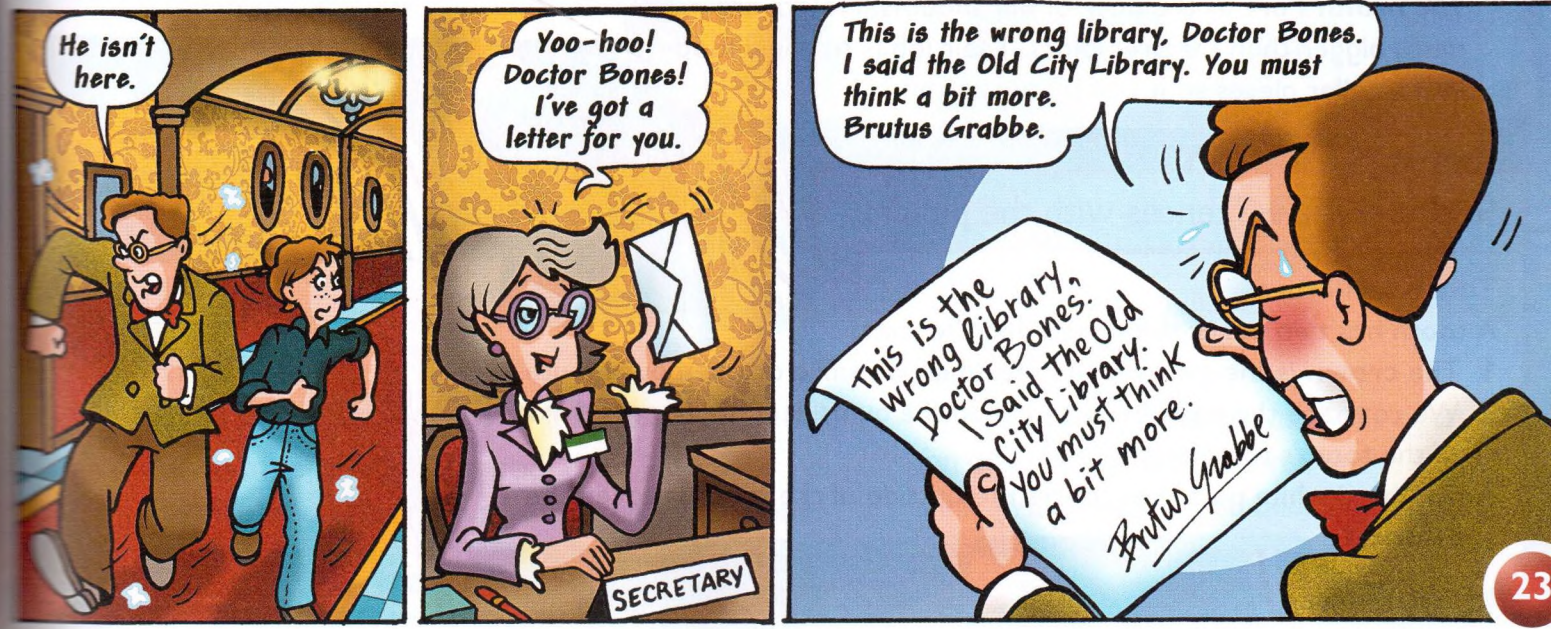
A man went to the doctor with bananas in his ears and a carrot in his nose. What did the doctor say?

He said, 'You're ill because you aren't eating right.'

DIGGORY BONES







Science Teeth

FACT: People cleaned their teeth with wood and animal hair before William Addis invented the first toothbrush in 1780.

1 Read and match.

Our dentist

We start going to our dentist when we are very young because dentists help us look after our teeth. Healthy teeth help us eat, speak clearly and look good.

Our milk teeth

We get 20 milk teeth when we are between six months and three years old. Then we lose these teeth and get a permanent set of about 32 teeth.

Our permanent teeth

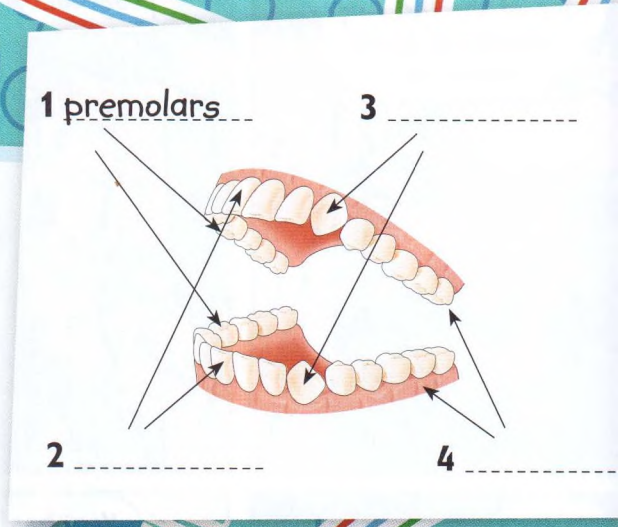
The first 28 permanent teeth come when we are between six and 13. The final four molars, or wisdom teeth, usually come when we are between 16 and 21. Not everyone gets wisdom teeth. Do you know if your parents have got theirs?

2 Read and label the diagram.

Our different teeth

We have four kinds of teeth which do different things:

- We have eight **incisors** at the front of our mouths. They're the sharpest teeth because they cut our food.
- The four **canine** teeth are next to the incisors. They hold and tear food so they have very long roots.
- Our eight **premolars** are behind our canine teeth. We use them to chew food so premolars are flatter on the top.
- The **molars** are at the back of our mouths. Molars are much bigger than the premolars. Their job is to chew food into smaller pieces so it can be swallowed.

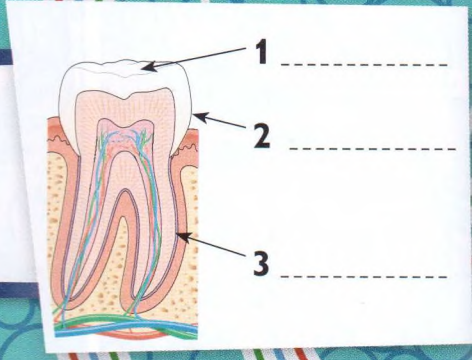


3 Match the sentences with the picture.

Tooth structure

A tooth has two parts: the crown and the root.

1 The **crown** is the part we can see when we smile or open our mouth.
2 We can't see the **root** because it is in the gums. It is about two-thirds of the tooth's total length.
3 The hard white part that covers the outside of the tooth is called the **enamel**.



4 Read and complete.

healthy	between	finish
~~after~~	mustn't	before
hungry	brush	dentist
better		

Tooth care

To have healthy teeth and gums, you must:

1 brush your teeth every day _after_ meals and _____ bed.

2 eat a good diet. You _____ eat sugary foods _____ meals. If you are _____, eat an apple, banana or carrot.
Don't drink lemonade. Drink milk! If you eat between meals, _____ your teeth when you _____.

3 visit the _____ twice a year. A dentist can clean your teeth _____ than you, so that your mouth is _____.

5 Read and order the text.

How to brush your teeth

☐ To finish, rinse out your mouth with water.

☐ Always start and finish in the same place in your mouth.
A good place to start is the outside of the back molars, which need the most time and brushing.

☐ All of that should take two minutes.

1 Brushing your teeth is very important. It cleans your teeth and gums, and helps against cavities.

6 Then repeat all of this on your bottom teeth.

☐ Lastly, don't forget the top of your mouth and your tongue.

☐ Next brush the inside of your teeth and gums using the same circular movement.

☐ When you finish the inside and outside of your top teeth, quickly brush along the chewing part of your teeth.

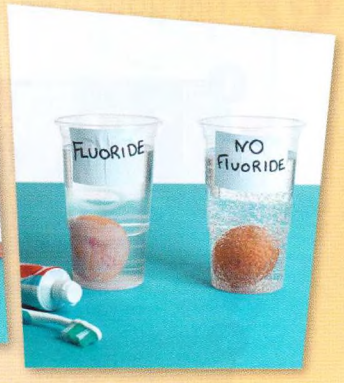
3 Gently brush the back molars and gums using a small circular movement. Then move slowly around your mouth brushing all your teeth.

Project

Do a dentist's experiment.

You need:

- A toothbrush
- Toothpaste with fluoride
- 2 eggs
- Bottle of white vinegar
- 2 clear plastic cups



What to do:

1 Brush one of the eggs with fluoride toothpaste.

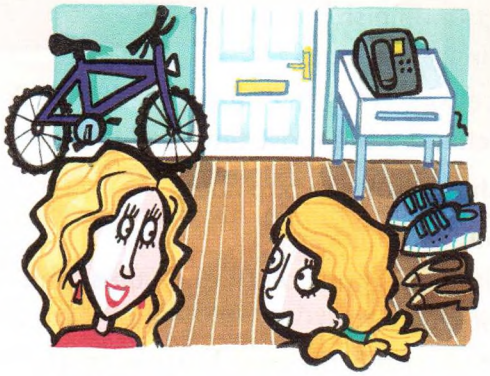
2 Put 10 cm of vinegar into both cups. Put the 'fluoride' egg into one cup of vinegar and the other egg into the other cup of vinegar.

What happens:

One egg starts to bubble as the vinegar (an acid) attacks the minerals in the egg shell. Which egg do you think is going to start to bubble?

Review Units 1 and 2

1 Sarah is talking to her mother, Mrs Smith. Read the conversation and choose the best answer. You do not need to use all the letters.



a Can we go out to the park?
b Yes, please. Can I phone Katy to see if she can come
c My favourite comedy's on at twenty-five past five.
d I think it's about half past eleven.
e All right, then. Can I phone Peter?
f Thanks, Mum. Can you pass me the phone?
g Which ones shall I wear? My sports shoes?
h Does Peter like History?

Example
Mrs Smith: What time is it Sarah?
Sarah: d

Questions

1 **Mrs Smith:** What do you want to do?
Sarah: ---
2 **Mrs Smith:** OK. Put your shoes on.
Sarah: ---
3 **Mrs Smith:** Yes, the blue ones. Listen, do you want to go with a friend?
Sarah: ---
4 **Mrs Smith:** I think Katy's studying for an exam this afternoon.
Sarah: ---
5 **Mrs Smith:** OK. Call him and see if he wants to come too.
Sarah: ---
Mrs Smith: Here you are. Tell Peter to bring his bike!

2 Tell your friend the story. It's morning. The boy is going to school.

3 Now write the story.

4 Play the game.

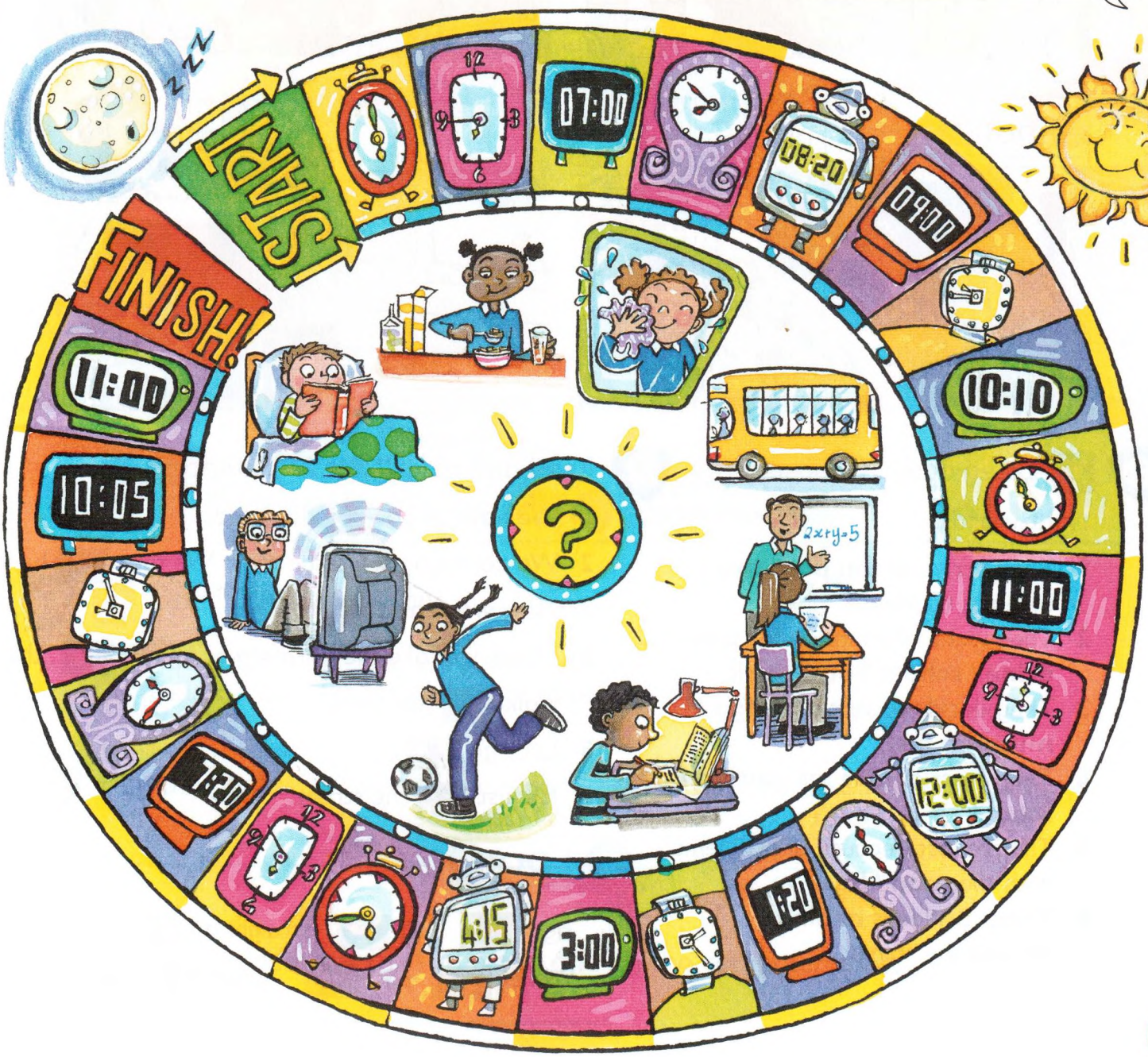
What are you going to do tomorrow?

Instructions

- Go round the board. Say the time and what you are going to do at that time.
- Think of a different activity for each time.
- To keep playing you have to remember the activity which goes with each time. If you cannot remember then go back to START and wait for another go.

That's quarter to seven. Tomorrow I'm going to wake up at quarter to seven.

That's nine o'clock. Tomorrow I'm going to wake up at quarter to seven and go to school at nine o'clock.



Reading 8 Read and think. Is London an exciting city? Why?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine! home | reports | games | world | email

Yesterday we went to London and saw a lot of interesting places. Here are some of our photos.

Kid's Box reports

London

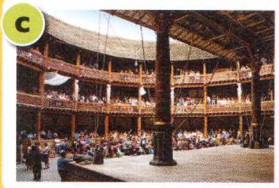
a

New Scotland Yard is one of the most famous police stations in the world. A king of Scotland lived in the first Scotland Yard.

b

This is the British Museum. There are six million objects here. One of them is The Rosetta Stone.

c



This is the new Globe Theatre. The first Globe theatre was famous because William Shakespeare showed his plays there.

d

You can buy stamps for your postcards in the Trafalgar Square post office. They sold the first sticker stamps in this post office in 2001.

e

This is Brown's. It's a hotel and restaurant. It's the oldest hotel in London. Rudyard Kipling wrote *The Jungle Book* here.

f

London's got six airports. This is Heathrow. It is the busiest airport in the world. 64 million people use this airport every year!

g

This castle is next to Tower Bridge. It's called the Tower of London. It looks beautiful now but for many years it was a terrible prison. Many people died here.

h

This is a London taxi. It's called a black cab. Black cab drivers have to pass a test to show that they know all the streets in London.

taxi | hotel | police station | airport | restaurant | museum | castle | theatre | post office

9 05 CD2 Listen. Repeat the word and say the name of the place. 1 Castle.

10 Read again and correct these sentences.

Castle. That's the Tower of London.

1 You can see The Rosetta Stone at the Natural History Museum.
2 William Shakespeare showed his films here.
3 They sold the first postcards here.
4 Brown's is a shop and hotel.
5 London's got seven airports.
6 London buses are called black cabs.

11 06 CD2 Listen and complete. Check and sing.

castle	zoo	restaurant	taxi
~~museum~~	station	theatre	
Bridge	street	park	

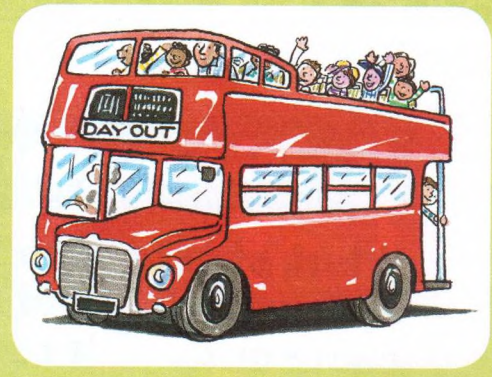
Theatre, cinema,
Restaurant and hotel,
Museum, castle,
A story to tell.

I went to London,
To have a lovely day.
To go to a museum and
The _____ for a play.

I saw Tower _____
And the _____ too.
Walked in the _____
And went to the _____ .

I went to a _____
On the corner of the _____ .
I sat outside and
I had something to eat.

I took a _____
Because it was late.
My train was in the _____ .
It was half past eight.



12 Ask and answer.

cook	firefighter	secretary
actor	bus driver	doctor
teacher	pilot	police officer

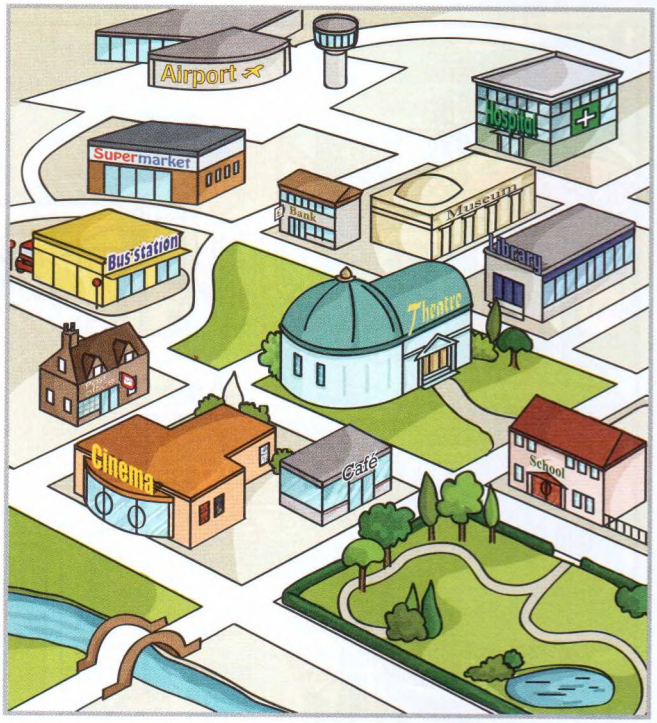
Who goes to work in a restaurant or hotel?

A cook.

13 Look at the map. Ask and answer.

Where's the theatre?

It's between the cinema and the library.



14 Think of a place you know. Give directions how to get there from your school. Can your friend guess?

Go out of the door, turn left, take the second street on your right and walk past 'Flower's Restaurant'. What can you see?

Is it the library?

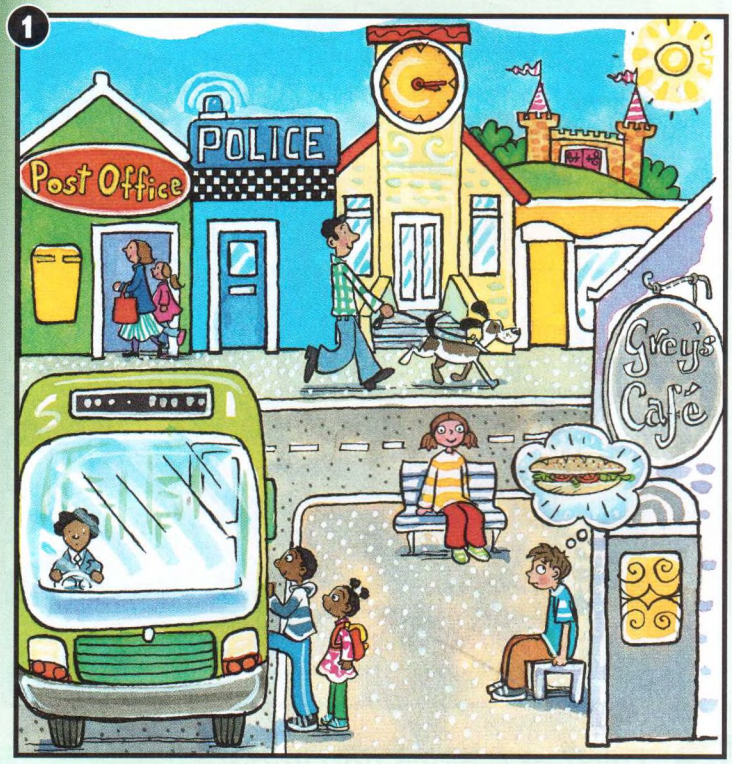
Yes, it is.

15 08 CD2 Focus on phonics

Sally: I need some socks, Simon.
Simon: But there aren't any shops at the bus station, Sally.
Sally: Look! What's that?
Simon: Gosh! It's a sock machine!

Speaking 16 Find ten differences.

In the first picture there's a green bus, but in the second picture there's a red bus.



Writing 17 Choose one of the pictures and write about it.

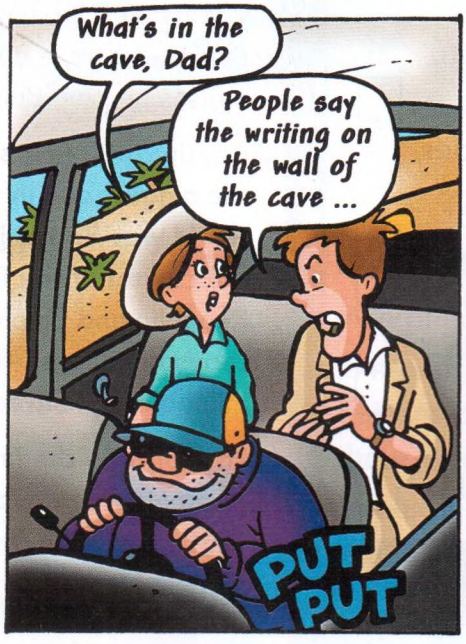
The first picture is of a town.
I can see ...

09 CD2 Joke Corner

What starts with 'p', ends with 'e', and has thousands of letters in it?

A post office.

DIGGORY BONES



Geography Cities

FACT **Istanbul, in Turkey, is the only city which is in two continents. It's called the 'bridge between Asia and Europe'.**

1 Can you name these cities?

2 Read and answer 'true' or 'false'.

1 During the stone age, cavemen started fishing.
2 Cities started growing where there were markets.
3 Cities stopped growing because of the Industrial Revolution.
4 Four thousand people lived in Mohenjo-Daro 40,000 years ago.
5 London is smaller than New York.
6 The biggest city in the world is Tokyo.

3 Read and order the events.

a) London was the biggest city in the world. ☐
b) People started building cities. ☐
c) New York was bigger than London. ☐
d) Cavemen started farming. 1
e) Tokyo is the biggest city in the world. ☐
f) Rome was the most important city in the world. ☐

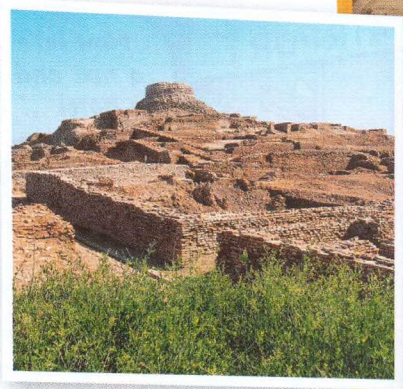
Why did the first cities start?

During the stone age, cavemen started farming. As they got better at farming, they started growing more food than they could eat. They bought and sold the extra food in markets. Cities started growing around these markets.

Living in cities made people feel safe. People often lived near castles and built walls around their houses. Two hundred years ago, cities started growing much faster. This was because of the Industrial Revolution. People went to work in the cities because there was more money.

Where were the first cities?

Mohenjo-Daro in the Indus Valley, in Pakistan, was one of the first cities. It was built more than 4,000 years ago. About 40,000 people lived there. If we look at a map of Mohenjo-Daro, we can see the streets were straight and that there were a lot of houses and big buildings.

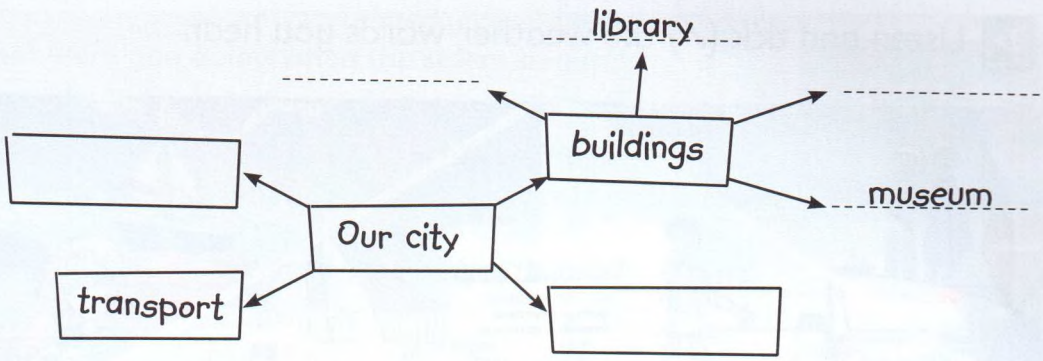


About 2,000 years later, the biggest city in the world was Rome. It was the capital of the Roman Republic and Empire for a thousand years. About one million people lived there.

London was the first city to have more people than Rome. It was the biggest city in the world between 1831 and 1925. Then New York grew bigger. Now the biggest city in the world is Tokyo.

4 In groups talk about a city you know.

a) What can you find in your city? Make a mind map.



b) Make two columns in your notebook and write a list of the 'good' things and the 'bad' things about your city. Talk about why you think they are good or bad. How can you make the bad things better?

Our city	
Good	Bad
park	cars

Project

Design a new city.

Work in groups. Ask and answer.

- What do you want in your city?
- What do you need in your city?
- Where do you want to put parks, schools, houses, shops, markets?
- How can people go from their home to school, to the shops, or to work?

How to make your city:

1. Make a map of your city on a big piece of card.
2. Write the names of the places in your city on coloured pieces of paper. Put them on your map to show where you want them.
3. Think of a name for your city and tell the other groups about it.

Reading 7 Read and think. Which was the worst disaster? Why?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine! home | reports | games | world | email

Disasters sometimes happen, as we recently found out. We decided to find out about some famous disasters.

Kid's Box reports
Disasters

a

This ship is called the Titanic. On 14 April 1912 it was sailing across the Atlantic Ocean when it hit an iceberg. They couldn't see the iceberg because there was a lot of fog.

b

The Hindenburg was one of the biggest airships ever built. On 6 May 1937, when it was arriving in the USA, it caught fire. People think this happened because lightning hit it during a storm.

c

Hurricanes are very dangerous storms with strong winds. The worst Atlantic hurricane in history was the Great Hurricane in 1780, from 10–16 October.

d

When a volcano erupts, it throws hot liquid rock and gases into the air. When Krakatoa erupted on 26 August 1883 it made the loudest sound ever heard.

e

On 1 November 1755 an earthquake hit Lisbon, in Portugal. The Earth moved for ten minutes. The earthquake destroyed most of the buildings in the city.

f

On 28 December 1908 a tsunami hit Messina, in Italy. The wall of seawater was about ten metres high. How high do you think the seawater is in this picture?

tsunami | hurricane | volcano | earthquake | iceberg | storm

8 17 CD2 Listen and say 'yes' or 'no'. Repeat or correct.

1 The tsunami was on 28 December 1908.

Yes. The tsunami was on 28 December 1908.

9 18 CD2 Listen and repeat the chant.

January, February, March,
April, May, June,
July, August, September,
October, November, December.

10 19 CD2 Listen and say the months.

1 It's sunny and windy. There are a lot of red apples on the trees …

September.

11 Ask and answer.

It's February.. What can you see?

Some children are reading comics. They're sitting in their living room next to the fire.

12 Cross out the extra word.

1 What were they to doing on Wednesday 13 November?
2 There was a many bad storm on 31 May.
3 They couldn't see because of was the fog.
4 Why was do he running?
5 The lightning hit the my car on 19 August.
6 My birthday was in the January.
7 The fire did started on 29 June.
8 In Antarctica there's a very lot of ice.

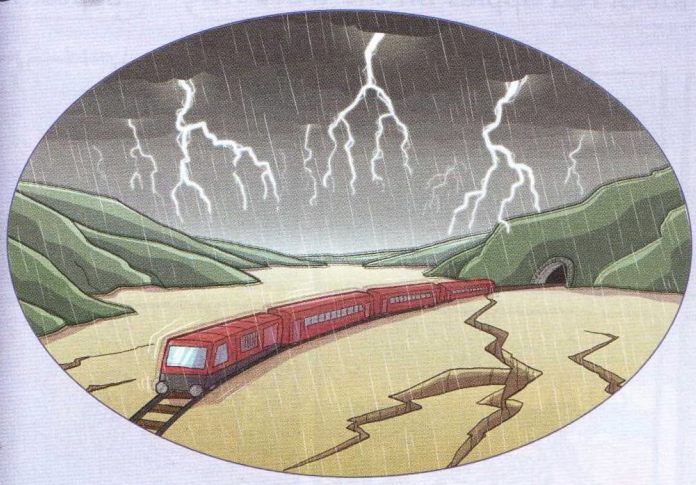
13 Read the notes and write about what happened.

Friday 13 March was a terrible day for Jane. What happened?

when / go / downstairs / put / foot / on / toy / car
fall / down / break / leg
ambulance / come / take / to / hospital
when / nurses / carry / Jane / into / hospital / drop / her
now / Jane / in / hospital / with / broken / leg / and / broken / arm

When Jane was going downstairs, she put her foot on a toy car.

14 20 CD2 Focus on phonics



There's a **bad storm** with **thun**der and **rain**,
An **aw**ful **earth**quake is **shak**ing a **train**.

A vol**ca**nic e**rup**tion **makes** a **ter**rible **sound**,
While a **dan**gerous **hur**ricane **blows** all a**round**!

Speaking 15 Complete the questions. Ask and answer.

What were you doing at ...:		Name _____	Name _____	Name _____
1	8.45 yesterday morning?			
2	4.15 _____ ?			
3	_____ last Sunday morning?			
4	_____			
5	_____			

Writing 16 Write your diary for last week.

Monday

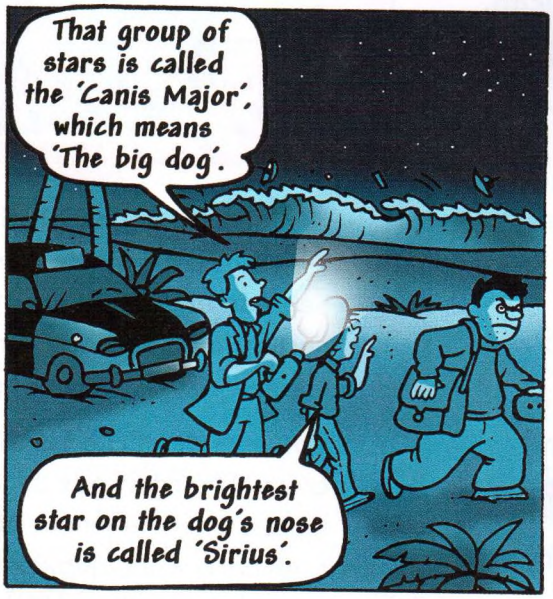
I was watching TV when John came round. It was a great surprise! We played on the computer and he stayed for dinner.

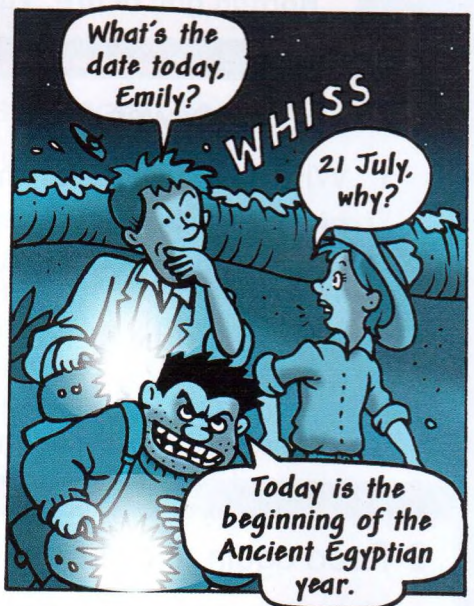
21 CD2 Joke Corner

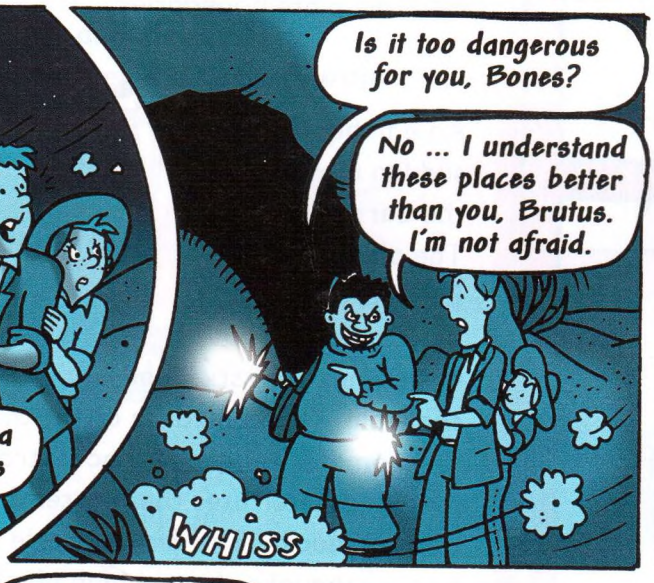
What place is in this joke?

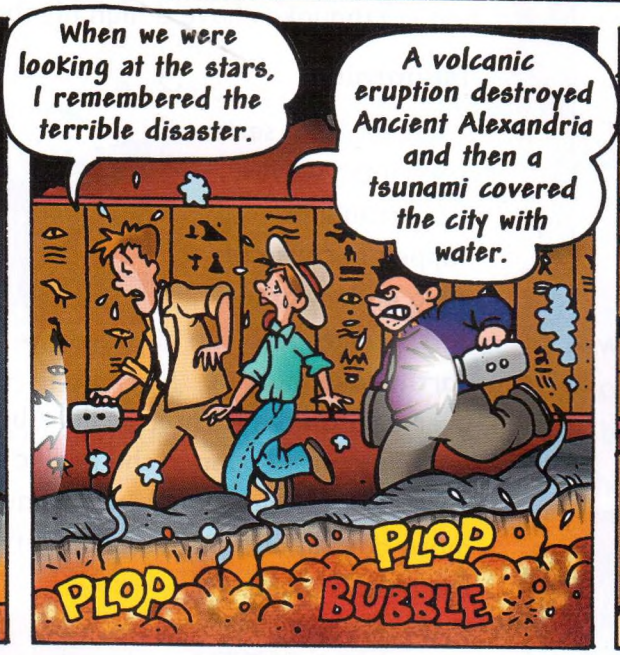
The Red Sea.

DIGGORY BONES





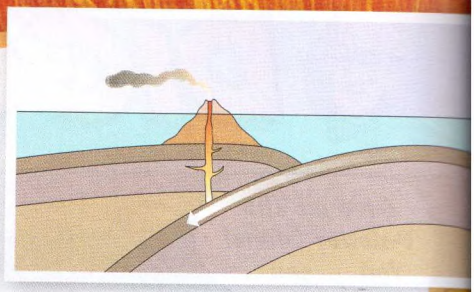




Geography

The Earth's surface

FACT: The word *volcano* comes from the Roman god of fire, Vulcan.



1 Read and answer.

1 What is the name for the outside of the Earth?

2 What are plates?

3 What does the Richter Scale measure?

4 Where are most tsunamis?

2 Read again and choose a title.

a) Plates and bowls

b) Natural disasters

c) Wave problems

3 Complete the sentences.

1 Two of the worst natural disasters are _____ and tsunamis.

2 The _____ of the Earth is a solid rock layer called the crust.

3 The crust has different parts which are called _____.

4 People use a seismometer to _____ how strong the earthquake is.

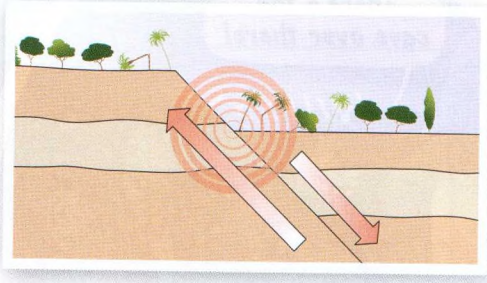
5 A _____ is a series of very big waves.

6 About _____ out of every ten tsunamis happen in the Pacific Ocean.

A natural disaster is the name we give to something that happens because of natural forces and not because of the actions of people. Two of the worst natural disasters are earthquakes and tsunamis. They happen when land moves.

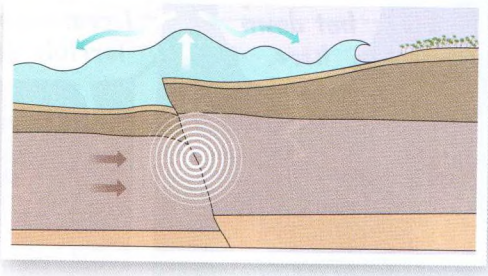
The outside of the Earth is a solid rock layer called the crust. The crust has different parts which are called plates. The line where plates meet is called a plate boundary. Earthquakes and tsunamis often happen on or near the plate boundaries.

Earthquakes



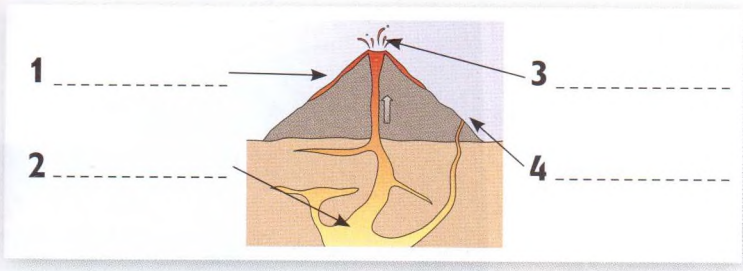
An earthquake is a sudden movement of the Earth's surface. The plates under the Earth are always moving slowly, but sometimes they stick and can't move until they move suddenly. This can cause an earthquake. People use a seismometer to measure how strong the earthquake is. A seismometer uses the Richter Scale when it measures an earthquake. The Richter Scale is numbered 0–10. Very bad earthquakes have a high number.

Tsunamis



A tsunami is a series of very big waves. Most tsunamis happen because of a big underwater earthquake. The earthquake must be over 6.75 on the Richter Scale. About nine out of every ten tsunamis happen in the Pacific Ocean. Tsunamis are different from normal waves because they move a lot more quickly and the distance between one wave and the next is bigger.

4 Read and label the diagram.



Volcanoes

A volcano is a mountain with a hole in the top. Volcanoes erupt when magma (liquid rock) from under the crust breaks through the crust. When magma reaches the Earth's crust it is called lava, but when it becomes cold, it forms rock. The bowl shape at the top of the volcano is called a crater, and the smaller holes in the side are called vents. The biggest volcano is Mauna Loa in Hawaii. It is about 10 km tall from the sea floor to its top.

5 24 CD2 Listen. What is Mount Saint Helens?

6 25 CD2 Listen again and choose the answer.

1 Where is Mount Saint Helens?
USA / Indonesia / Australia

2 It was the worst eruption in
the world. / the USA. / Indonesia.

3 What was the date?
18 May 1980 / 18 March 1980 / 8 May 1980

4 When did the volcano erupt?
7.30 / 8.00 / 8.30

5 How far into the sky did the cloud go?
9 km / 19 km / 90 km

Project

Make a volcano.

You need:

- A water bottle
- Tape
- Card (60 x 60 cm)
- Newspaper
- Flour
- A bowl
- Paint
- Scissors

How to make the volcano:

1 Cut the top of the water bottle off. Tape the bottle to the centre of the card.

2 Make newspaper rolls and balls to stick around the bottle.

3 Mix water and flour in the bowl to make glue. Tear the newspaper and put it into the glue.

4 Put the newspaper over the rolls to make the shape of the volcano. Don't cover the top of the bottle.

5 Wait for the paper and glue to dry completely. In the next class, paint your volcano.

5 Material things

Show what you know! What materials can you remember?

Listening 1 27 CD2 Listen and tick (✓) the materials you hear.

2 28 CD2 Listen again. Say 'yes' or 'no'.

1 The children go to a pet shop. No.
2 The mice are made of milk.
3 The teeth are made of sugar.
4 The snakes are made of paper.
5 The spiders are made of chocolate.
6 Dan's afraid of spiders.

3 Read and choose the right words.

1 The shopping centre is made **on** / **of** brick.
2 The mice **is** / **are** made of white chocolate.
3 The teeth **is** / **are** made of sugar.
4 The snake is made of **rubber** / **bone**.
5 The small black spiders are **made** / **make** of fur.
6 The spider on Dan's shoulder **is** / **isn't** real.

LOOK

The mice **are made of** chocolate.
The spider **isn't made of** fur.
What **are** they **made of**?

4 Ask and answer.

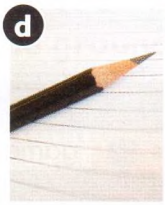
What's the school made of?

I think it's made of stone.

a

b

c

d 

e

f

g

h

5 29 CD2 Listen and check.

Is your new schoolbag made of leather?

Yes, it is.

That's 'c'.

6 Read and match.

1 This is my favourite hat. I can wear it every day because it changes with the weather. When it's raining, it's got two pieces of plastic to cover my ears.

2 When it's cold, a special scarf which is made of fur comes out to cover my neck.

3 When it's sunny, I turn it inside out and I've got a sun hat which protects me from the sun. It's got some sunglasses made of special plastic to protect my eyes.

a

b

c

4 These are my favourite shoes. I wear them at the weekend. They are lots of different colours.

5 When I touch one of the colours, the shoes change to that colour. Look!

6 If I jump or drop the shoes on the floor, they bounce. The shoes can help me to jump very high – up to two metres! This is because they are made of a special rubber called 'bounce-a-lot'. I'm going to bounce to the park. Goodbye.

d

e

f

7 Read again and correct the sentences.

1 The hat changes every day.
2 When it's raining, it's got two pieces of plastic to cover his eyes.
3 The sunglasses are made of special rocks.
4 The shoes can help her swim.
5 If you drop the shoes, they dance.
6 The shoes are made of wood.

Reading 8 Read and think. What's the most important material? Why?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine!

home | reports | games | world | email

Materials can be manmade or natural. We make manmade materials in factories. We get natural materials from rocks in the ground, animals or plants. Here are some interesting things made of different materials.

Kid's Box reports

Materials

a

Most houses are made of bricks, stone or wood, but Edouard Arsenault used 12,000 glass bottles to build this house.

c

Card and paper come from trees. Card is stronger than paper. This tower is made of thin card and the bridge is made of paper.

d

Gold and silver are precious metals. This car is made of 80 kilograms of gold and 15 kilograms of silver. You have to drive it very carefully!

b

Most animals have fur, but sheep have wool. We use wool to make clothes. This dress is made of wool. It's got animal teeth and bones on it to make it beautiful.

e

Lots of things are made of plastic. Today we use plastic more than any other material in the world. We must recycle plastic. 'Recycle' means use it again in a different form. This chair is made of recycled plastic.

f

wood | gold | glass | card | paper | wool | metal | silver | plastic

9 30 CD2 Listen. Repeat the word and say what's made of it.

1 Glass.

Glass. That's the house.

10 Read again and answer.

1 Where do we make manmade materials?
2 How much gold is in the car?
3 How many glass bottles did Arsenault use to build his house?
4 Where does paper come from?
5 What has the dress got on it?
6 What does 'recycle' mean?

11 Read and choose the right words.

1 Paper and card are made from **wood** / **wool** / **metal**.
2 Gold comes from **animals** / **the ground** / **trees**.
3 Wood comes from the **ground** / **trees** / **flowers**.
4 Fur comes from **trees** / **sand** / **animals**.
5 Glass is made from **leaves** / **sand** / **wood**.
6 Wool comes from a **sheep** / **cow** / **bear**.

12 31 CD2 Listen and order. Check and sing.

a This table's made of wood,
And that skirt's made of grass. ☐

b **From rocks, plants or animals,**
Or from a factory. ☐

c This scarf is made of wool,
And I wear it when it's cold. ☐

d This chair is made of metal,
That bowl is made of glass. ☐

e Some things are made of plastic,
Which can be strong and hard. ☐

f This box is made of silver,
That watch is made of gold. ☐

g **Everything's material,**
Everything we see. 1

h Books are made of paper,
Their covers are made of card. ☐

13 Close your book. What can you remember from the song?

14 Play the game in pairs.

wood	metal	glass	plastic	paper
pencil				

15 33 CD2 Focus on phonics

Clare: It's time to take a break.
Dean: Let's sit on the chairs and eat our pears.
Clare: Great! But wait! Look behind that gate ...
Dean: Run, Clare! Those bears want our pears!

Speaking 16 Play the game. Choose words to make six sentences.

meet	~~knows~~	right	would	some	red	ate
sun	write	wood	read	sum	wait	sea
hour	bored	meat	pair	where	pear	hear
son	board	for	see	there	here	weight
their	four	nose	eight	our	wear	

My mum knows I like chocolate.

Knows. That's K-N-O-W-S.

Writing 17 Work with your friend. How many sentences can you write?

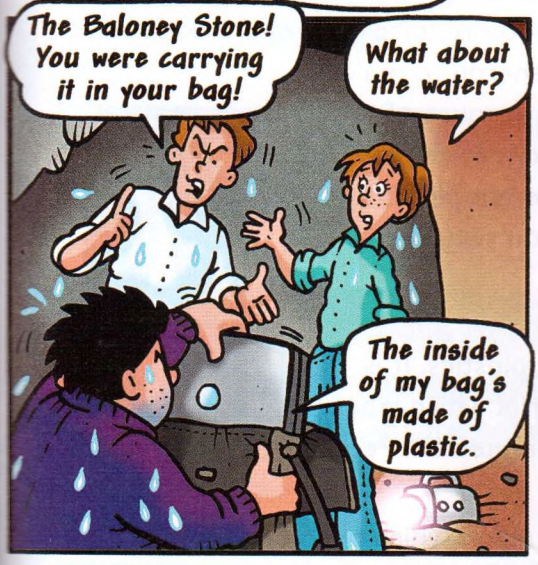
1. I like writing on the board.
2. Where are you going this weekend?

34 CD2 Joke Corner

What did the snowman say to the other snowman

'I can smell carrots!'

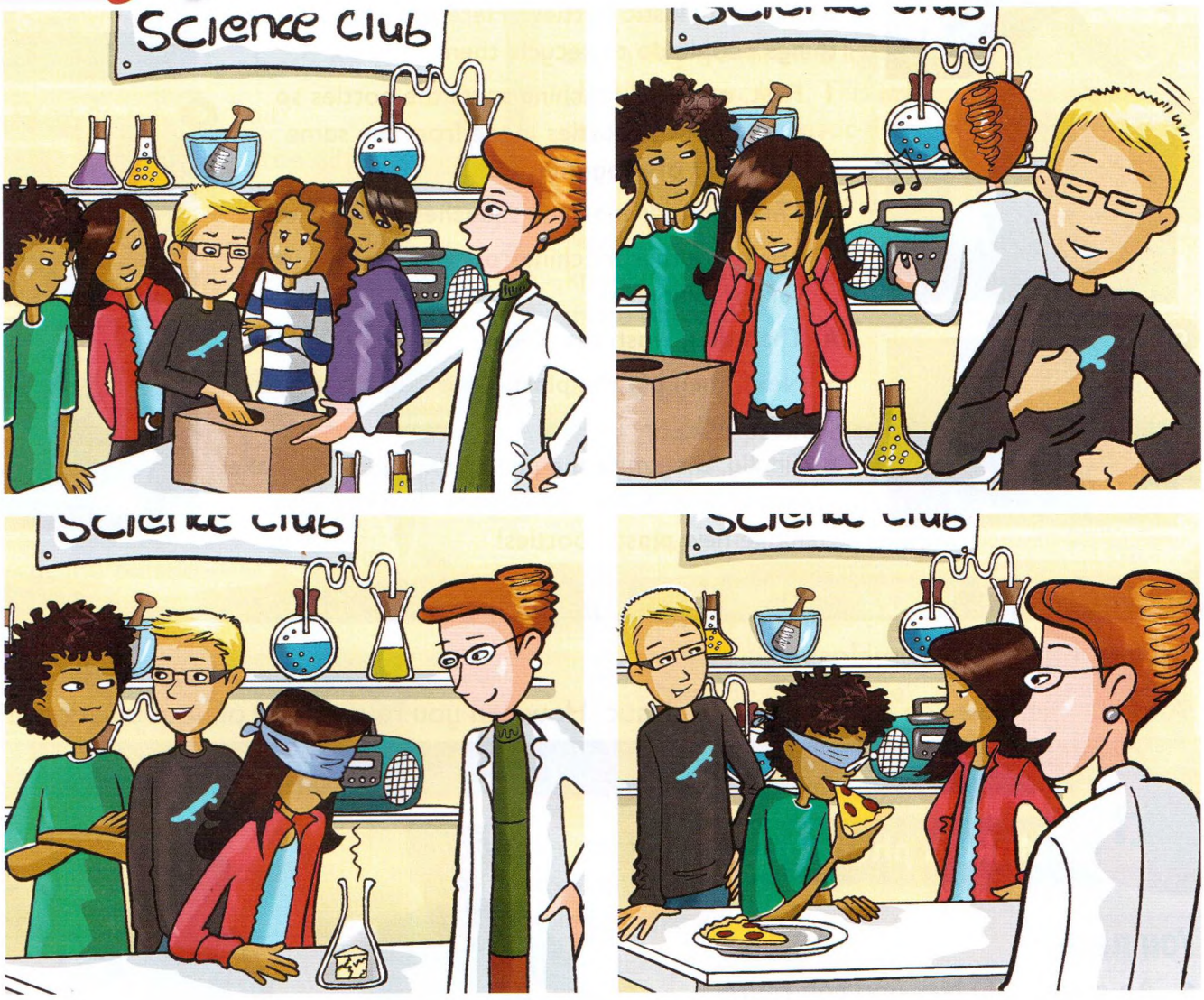
DIGGORY BONES



6 Senses

Show what you know! What sense words can you remember?

Listening 1 02 CD3 Listen and tick (✓) the sense words you hear.



2 03 CD3 Listen again. Who said it?

1 What does it feel like? (Shari.)
2 It feels like fur.
3 It sounds like somebody falling downstairs.
4 What does this smell like, Shari?
5 It smells like Alvin's socks.
6 What does this taste like, Alvin?

3 Read and order the words.

1 a / lorry. / sounds / My / car / like
2 feels / like / His / jacket / fur.
3 does / taste / What / like? / that / soup
4 your / mother / look / Who / like? / does
5 bananas. / cake / That / smells / like
6 does / your / What / scarf / feel / like?

LOOK

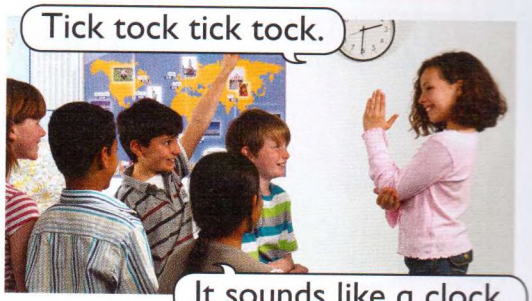
What does it **look** / **feel** / **taste** / **smell** / **sound** like?
It **looks** / **feels** / **tastes** / **smells** / **sounds** like coffee.

4 04 CD3 Listen. What does it sound like?

It sounds like a car.

5 Play the game. What does it sound like?

- Think of five things which make different sounds.
- Write the words on five small pieces of paper.
- Give your pieces of paper to your teacher.
- Play the game with the class. Make the sounds and guess.
- Now play the game in groups.

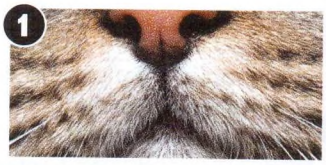


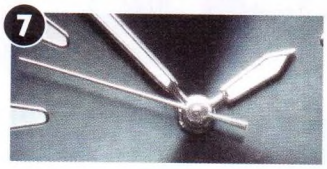
6 Ask and answer. What does it look like?

What do you think number one looks like?

I think it looks like a cat's nose.

So do I.





7 Ask and answer. What does it feel like?

Reading 8 Read and think. What would you put on your pizza?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine! home | reports | games | world | email

We wanted to learn how to make pizza, so we went to Luigi's Italian restaurant and spoke to Mario, the cook. Before we started, we washed our hands.

Kid's Box reports

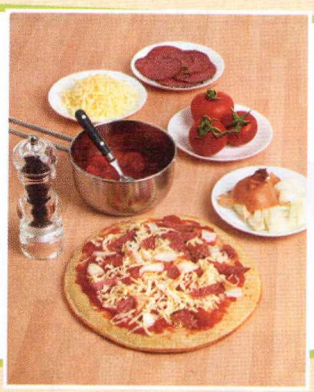
Pizza

a

First we made the base. The base is made of dough. We put some flour, yeast, salt and water into a bowl and mixed them well. Then we left the dough for an hour so it could grow.

b

Then we put tomato, cheese, salami sausage and onion on top of the base. Then we added some black pepper and cooked it for 15 minutes.



c

When it was ready, we put the pizza onto a plate. Mario uses special plates in the restaurant. They're very big and they're made of wood.

d

You can eat pizza with your hands, but you need to cut it with a knife first. This one is round but pizzas can also be square.

e

We had the pizza with salad. We used a big spoon and fork to mix it. Here's a picture of our lovely meal. It looks good, but it tasted even better!

flour | pizza | salt | pepper | knife | fork | spoon | plate

9 05 CD3 Listen. Repeat the word and find it in the text.

1 Salt. Salt.

10 Read and correct the sentences.

1 Before they started, they washed their feet.
2 They put some flour, yeast, salt and milk into a bowl.
3 They put some black chocolate on top of the pizza.
4 The plates are very big and they're made of glass.
5 Mario used a spoon to cut the pizza.
6 They mixed the salad with a knife and fork.

11 06 CD3 Listen and match. Check and sing.

a

My name's Mario,
I'm an Italian cook.
If you want to make a pizza,
Then listen to me and look. e

Take salt, yeast, flour and water,
Put them in a bowl.
Mix them all together,
And wait for it to grow. ☐

When the base is bigger,
Throw it in the air.
Use your hands to turn it,
Don't get it in your hair. ☐

Now you choose your topping,
Tomato, pepper and cheese.
You can choose anything,
Sausage, onion and meat. ☐

Cook for 15 minutes,
Then put it on a plate.
Cut it with a knife and fork,
Mmm. Now that tastes great! ☐

b

c

d

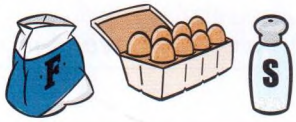
e

12 08 CD3 Listen and write the words.

1. plate

13 Read and complete. Write the recipe in your notebook.

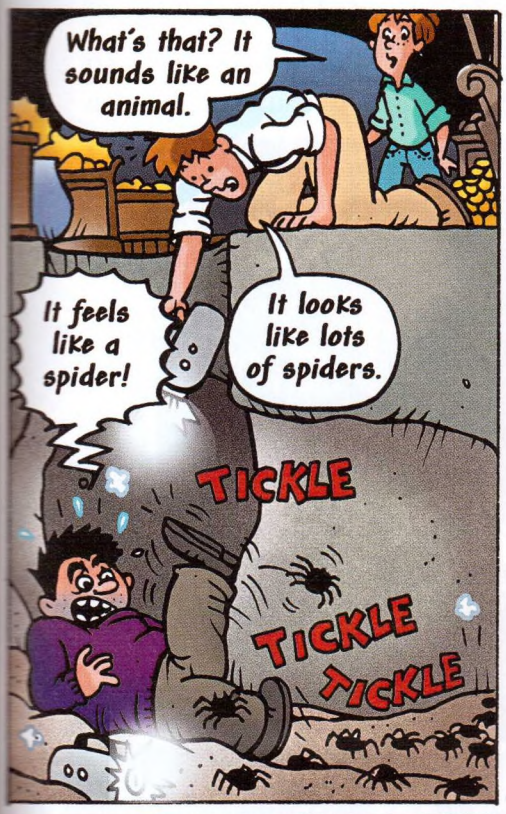
Ingredients

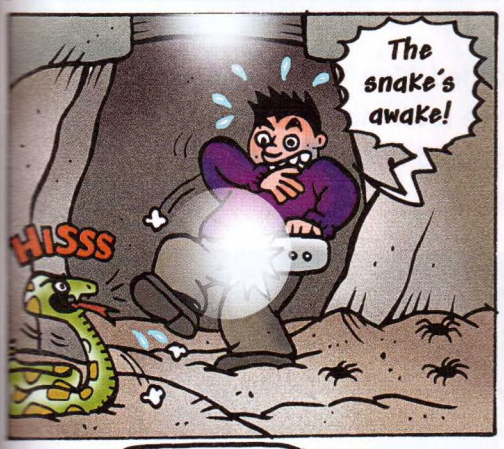
For the pasta: 

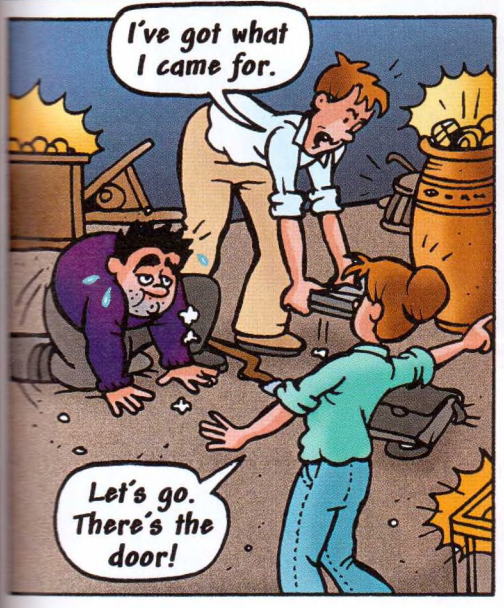
To serve:

- Put the F onto the table.
- Make a hole in the centre of the F. Break the into the hole.
- Mix the with a . Slowly mix the F with the .
- When you've got a ball of dough, mix it with your hands.
- Roll the ball of dough to make it thin. Cut it into long thin pieces with a .
- Put some S in hot water and cook the pasta for about ten minutes.
- Take the pasta out of the water and put it onto a big .
- Add some and . Mix it with a .
- Put some black P on top.
- What does it taste like?

DIGGORY BONES







Art Optical illusions

FACT: Our eyes and brain can't always understand everything. How many legs has this elephant got?

1 Look and read. Answer the questions.

When we look at something, light travels from the object to our eye. The eye sends messages to the brain and the brain tries to understand the message. Because the brain can't understand everything, it tries to make things simpler or easier for us to understand. Some artists play games with this and create paintings and pictures which use 'optical illusions'. An optical illusion makes us believe we can see one thing when really we see something else.

Look at these paintings. Which one do you prefer?

Donald Rust painted this picture. It is called *Bison*. Bison are big animals, similar to cows. We can see there are some bison in a field, but when we study the picture more carefully we can find some more.

How many bison are there? Where are they?

This painting is by Salvador Dalí and is called *Mae West*. At first sight it looks like a woman's face, but if we look more closely, her face looks like a room with a red wall and a floor which is made of wood. Her hair looks like curtains.

What do her eyes, nose and mouth look like?

The painting on the right is called *The Human Condition*. It was painted by René Magritte. Look at it very carefully.

What can you see?

When we look at it the first time, we think we are looking out of a window, but when we look at it more carefully we can see that there is a painting in front of the window.

What can you see in the painting?

2 Read again and choose a title.

a) Face painting **b)** Seeing is believing **c)** Looking out of the window

3 Play the game.

Collect the materials

Instructions

- The winner is the first person to get seven things made of different materials.
- Roll the dice and move your counter. Say what you can see and what it's made of. If you're right, have another turn. If you're wrong, stop.
- If you stop on something made of a material which you've got, miss a turn.

7 Natural world

Show what you know! What nature words can you remember?

Listening 1 14 CD3 Listen and tick (✓) the nature words you hear.

2 15 CD3 Listen again. Say 'yes' or 'no'.

1 They've got five days to write their ezine project. No.
2 Dan thinks they should put some sun cream on.
3 A man's taking glass bottles and plastic bags out of the lake.
4 He has to do this every day.
5 People should put their rubbish in the bins.
6 The kids shouldn't tell their friends about the problem.

LOOK

People **should take** their rubbish with them.

They **shouldn't leave** it on the grass.

What **should** we **do** about this?

3 Read and match.

1 It's very hot
2 When the sun is strong
3 We shouldn't leave
4 We should always
5 We shouldn't throw our
6 What should we

a do to help?
b our rubbish on the grass.
c rubbish into lakes or rivers.
d clean up after a picnic in the countryside.
e so we should put our hats on.
f we should use sun cream.

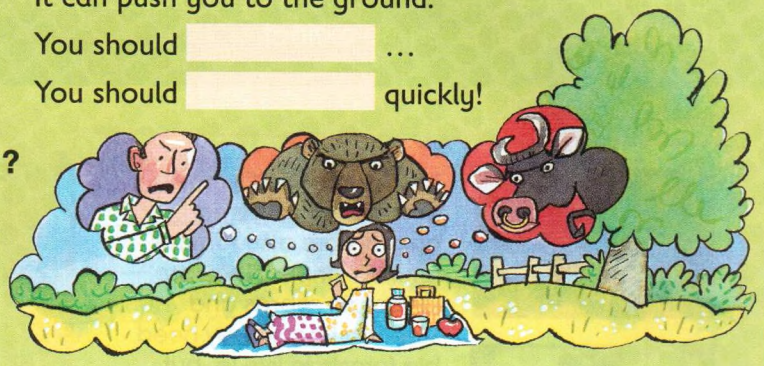
4 16 CD3 Listen and complete. Check and sing.

go	stop	~~drop~~	jump	climb	run	clean	walk	put

You shouldn't drop your rubbish,
You should _____ it in a bin.
You shouldn't leave it on the ground,
You should _____ up everything.
Here comes the bear, here comes the bear!
It's coming for your tea!

You shouldn't _____ across the field,
You should _____ around.
You shouldn't go too near that cow,
It can push you to the ground.
You should _____ ...
You should _____ quickly!

Should I move or should I _____ ?
Should I _____ that tree?
I should do something now.
That bear / cow is after me.



5 Look and choose the right answer.

1

a) They shouldn't play near a busy road.
b) They should play carefully.

2

a) He should brush his teeth.
b) He should go to the dentist.

3

a) They should go home.
b) They should wait under a tree.

4

a) They should put their rubbish in the bin.
b) They shouldn't eat sandwiches outdoors.

5

a) They should walk quietly through the field.
b) They shouldn't go into the field.

6

a) She should wash her hands before she eats.
b) She should wash her hands after she eats.

6 Play the 'should' game.

I've got an exam tomorrow.

You should go to bed early.

You should study.

You should eat a healthy breakfast.

Reading 7 Read and think. What should you do to help?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine!

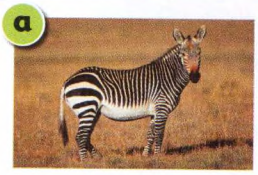
home | reports | games | world | email

There are about 1,000 endangered species of animals and birds, and even more species of insects in danger, like butterflies. We should protect them so that they do not become extinct.

Kid's Box reports

Nature Watch

a



b

Two of the world's most famous endangered animals are also famous for their stripes. They are mountain zebras and Siberian tigers. They need big forests to live in, but these forests are smaller nowadays because people cut trees down for wood.

To help protect the tigers in Russia they made two National Parks. These also protect them from people who want to catch them for their beautiful striped fur.

c

This is the Banggai Cardinalfish which lives around the islands of Indonesia. It is easy to see because of the spots on its tail and its striped body. They are in danger because people collect them.

If you collect fish you should choose your fish very carefully.

d

Frogs are in danger all over the world. The frog in the picture is Lehmann's poison frog. It is found in Colombia. It has red, orange or yellow stripes.

People named 2008 the 'Year of the Frog'.

e

Butterflies are beautiful, flying insects. This butterfly is the purple spotted butterfly. It has white spots on its purple wings. Every year millions of butterflies fly to a different place. Some die when cars hit them.

In 2007 the Taiwanese government closed a busy road to protect the purple spotted butterfly!

extinct | wings | spots | spotted | stripes | striped | butterfly | insect

8 18 CD3 Listen. Repeat the word and find it in the text. 1 Wings. Wings.

9 Read again and answer.

1 How many endangered species are there?
2 Which animal has red, orange or yellow stripes?
3 Which animal has a spotted tail?
4 Where does the Lehmann's poison frog live?
5 Which animal has got spots on its wings?
6 What did they do to protect butterflies in Taiwan?

10 Look at the pictures. Describe them to your friend.

The female is brown.

The male is more beautiful than the female.

Queen Alexandra's birdwing butterfly.

Male

Female

11 19 CD3 Listen. Write words or numbers.

Mary's project

Name of butterfly	1 Queen Alexandra's _____
Wings measure (Male)	2 _____ cm
Wings measure (Female)	3 _____ cm
Description (Female)	4 _____
Description (Male)	5 _____

12 Read and complete.

~~thousands~~ should garden butterflies trees extinct

There are (1) thousands of endangered species in the world. Endangered means there is time to help them. They are not (2)_____. So, what should we do? We (3)_____ look after our world and ask everybody to help make it a cleaner place for animals and insects to live in. We should make rivers, seas, lakes and the air much cleaner than they are now … and you can help too!

You can:

- help clean and protect the habitat in your (4)_____, near your house or on your school ground.
- build homes for animals in (5)_____.
- plant trees and flowers where insects like (6)_____ can live.
- help projects to plant riverbanks with plants which make the ground stronger and give animals a habitat.

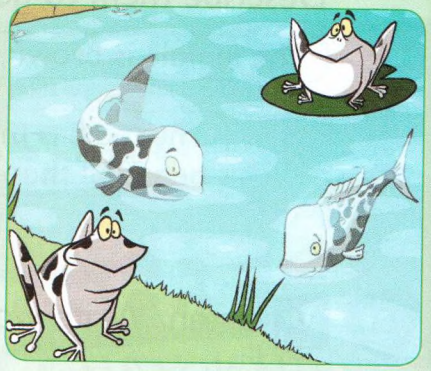
13 Look at the pictures. Talk about what you should do.

I think we should recycle all bottles.

Yes, I agree.

14 20 CD3 Focus on phonics

Spots and **stripes** – **cats** and **dogs,**
Black and **white** – **fish** and **frogs.**
Pink and **green** – **dogs** and **cats,**
Legs and **wings** – **birds** and **bats!**



Speaking 15 Ask and answer.

What should you do?

1 You see someone throwing paper onto the floor. What should you do?
a) Tell them they dropped it. **b)** Do nothing. **c)** Pick it up and recycle it.

2 You see a man making a fire in a field.
a) Do nothing. **b)** Telephone the fire service. **c)** Tell an adult.

3 You're going to go shopping at the supermarket.
a) Take some old plastic bags. **b)** Buy lots of sweets.
c) Use lots of plastic bags from the supermarket.

4 You find some money in the street.
a) Put it in your bag. **b)** Take it to the police station. **c)** Do nothing.

5 You see a strange bag on a bus.
a) Tell the bus driver. **b)** Do nothing. **c)** Pick it up.

6 You see a man climbing through the window of the house next door.
a) Do nothing. **b)** Call the police. **c)** Stop and talk to him.

Writing 16 Write your questionnaire.

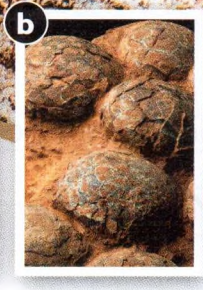
- Work in pairs and write another questionnaire.
- Think of six problems.
- Think of three possible solutions to each problem.
- Write them out like the ones above.
- Now you can ask your friends the questions.

21 CD3 Joke Corner

Why did the man throw butter out of his window?

To see a butterfly.

4 Read and match.



We know about dinosaurs because of fossils. Fossils are made from old bones or parts of animals or plants which change into rocks over a very long time. The most important fossils are from parts of the body or from footprints.

Fossils include:

1 Bones: These fossils are the most important when we want to learn about dinosaurs. Archaeologists found the first dinosaur bone in 1818 and they find more and more every day.

2 Teeth: These tell us about what things different dinosaurs ate.

3 Eggs: Archaeologists found the first fossilised dinosaur eggs in France in 1869.

4 Skin: Some dinosaurs had hard thick skin, like crocodiles.

5 Footprints: Dinosaur footprints were normally made in sand. They are important because they tell us about different things, including:

- how big and how fast a dinosaur was
- if the dinosaur walked on two or four legs
- the bones in the dinosaur's foot.

5 Find out more.

Are there any dinosaur fossils in your country? See what you can find out.

Project

Make a fossil print.

You need:

- 2 cups of flour
- ½ cup of salt
- ¾ cup of water
- A bowl
- Things to make fossils of (leaves, shells, rocks, cooked and washed chicken leg bones)

How to make your fossil print:

1 Measure and mix together the flour, salt and water to make a salt dough.

2 Knead the dough for five minutes and make it into balls with your hands.

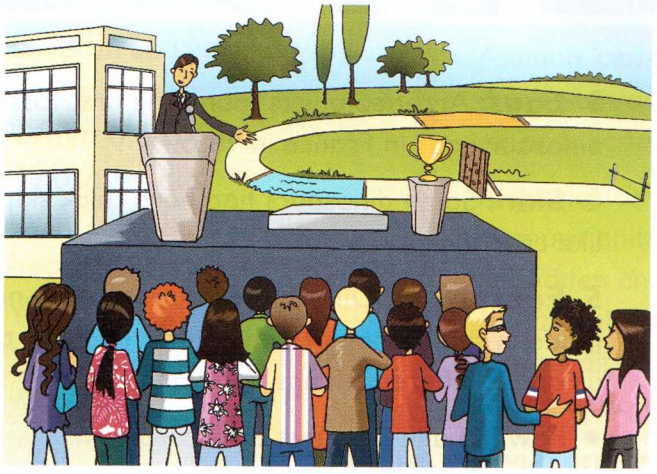
3 Press your objects into the balls of dough. Make one print in each ball.

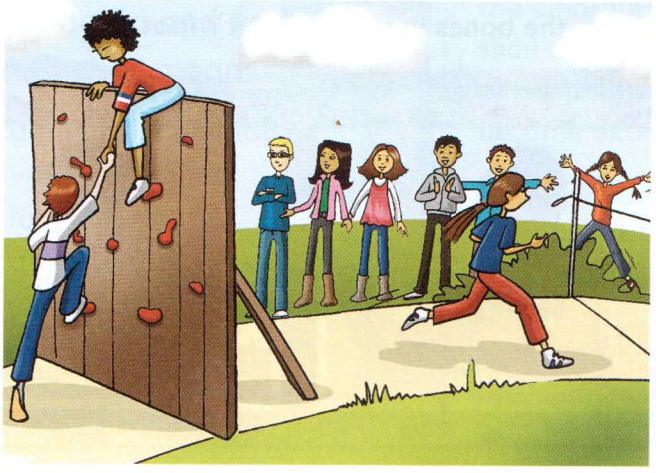
4 Put your fossils in a place where they can dry and go hard.

8 World of sport

Show what you know! What sports can you remember?

Listening 1 25 CD3 Listen and tick (✓) the sports words you hear.





2 26 CD3 Listen again. Complete the sentences.

1 Today's the _____ prize day.
2 Good luck in the race, _____ .
3 He's _____ over the sand.
4 He hasn't climbed over the _____ .
5 He's lost the _____ .
6 He's stopped to help a _____ .

3 Read and choose the right words.

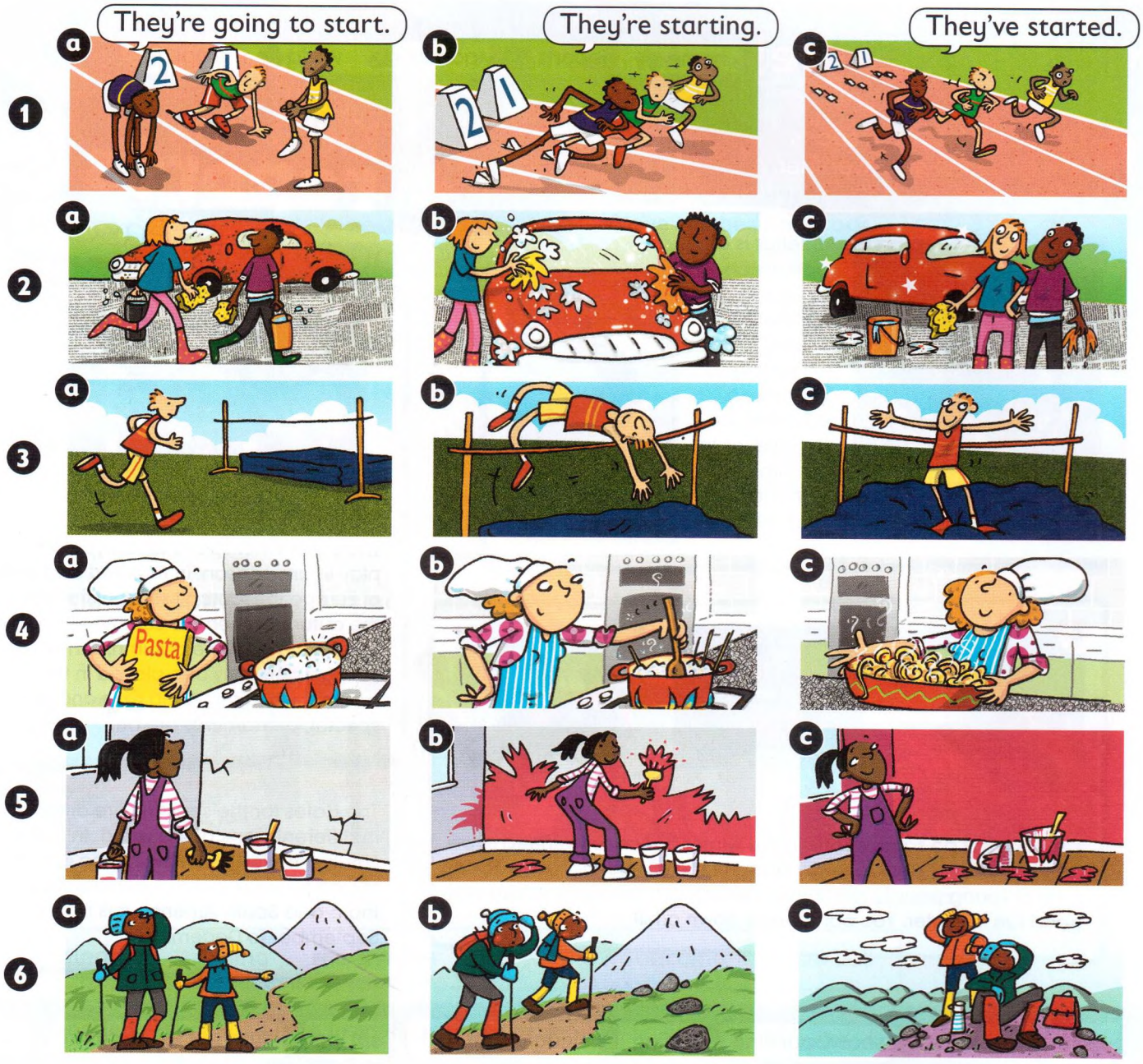
1 **We're** / **We've** going to give the prize to the winners of the ezine competition.
2 I've **ever** / **never** won any prizes!
3 **You've** / **You haven't** nearly finished!
4 He's **cross** / **crossed** the water.
5 He **haven't** / **hasn't** lost.
6 We've **doing** / **done** it!

LOOK

We**'ve done** it.
He **hasn't lost**.
Have you ever **won** a prize?

4 Choose words to talk about the pictures.

wash jump paint cook walk ~~start~~



5 27 CD3 Listen and answer the questions.

1 What has she done?
2 What have they done?
3 What has he done?
4 What has Michael done?
5 What have they done?
6 What has Robert done?

6 Read and order the words.

1 this / afternoon. / visited / He's / his / grandmother
2 you / Have / ever / basketball? / played
3 never / ice skating / before. / been / She's
4 He / his / hasn't / done / homework.
5 won / first / We've / prize!
6 answered / the / Have / they / question?

Reading 7 Read and think. What time of year do people do your favourite sport?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine! home | reports | games | world | email

When we do some sports we need the right weather.

Kid's Box reports

Sports for all seasons

a

Athletics is a sport which we usually do outside. It's difficult to do in the cold and rain so, at school, we do athletics in the summer.

b

Lots of adults play golf in the summer, but they can play it in the winter too!

c

d

e

We can only do some sports in the winter because we need snow and ice. A lot of people enjoy skiing in their winter holidays. Today a lot of young people like snowboarding too. Sledging is also very good fun in winter. You can sledge down a hill.

f

There are other sports which you can play in any season. In England and most of Europe the football season starts in the autumn, when the summer finishes. People play it in the autumn, winter and spring. Football is also played in the summer when the World Cup and other special tournaments are on.

The dates for the seasons are different in different parts of the world. In Europe, North America and Asia spring is from March to June, but in Australia, Africa, India and South America it is from about September to December.

golf | athletics | snowboarding | skiing | sledging | hill | spring | summer | autumn | winter

8 28 CD3 Listen. Repeat the word and say the letter.

1 Skiing.

Skiing. That's 'c'.

9 Read and correct the sentences.

1 At school they do athletics in the autumn.
2 Adults always play golf in the winter.
3 To do winter sports we need fog and rain.
4 People go sledging in the summer.
5 The football World Cup is usually in the autumn.
6 Spring comes between autumn and winter.

10 29 CD3 Listen and write the words.

1. golf

11 30 CD3 Listen and order. Check and sing.

a Some like playing football,
Some like watching it. ☐

b We've skated in the park,
We've made a ball to throw. ☐

c We've played golf with grandma,
We've raced against the clock. ☐

d We've skied down a mountain,
We've climbed up a rock, ☐

e **We love sport, swimming, sailing, running!**
We love sport,
We love to do it all. 1

f It's good to move your body,
DON'T JUST SIT! ☐

g We've played badminton and tennis,
We've sledged in the snow, ☐

12 Read and complete. Answer the questions.

sledging skiing ~~mountains~~ hill snowboarding snowball

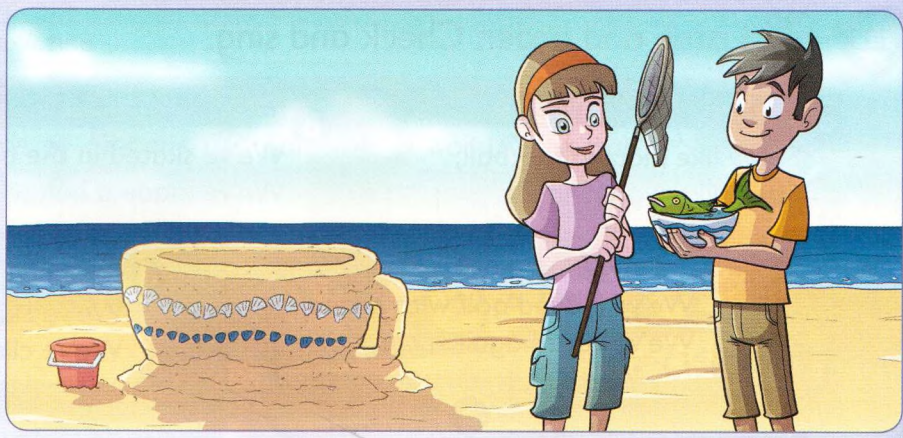
This morning Jane is coming home from her holiday in the (1) mountains with her family. She's had a great time. During the week her mother and father went (2) _____ every morning, but Jane and her older brother Frank went (3) _____. After lunch Jane and her brothers played in the snow. They tried to play volleyball with a big (4) _____, but it was very difficult because the snow was too soft. On the last day they all went (5) _____ together. Jane's parents and brothers kept falling and rolling down the (6) _____, but Jane was quite good at it. She wants to go to the mountains again next year.

1 Where did Jane go on holiday?
2 Who did she go with?
3 What did her parents do every morning?
4 Which of Jane's brothers went sledging with her?
5 What did they try to play volleyball with?
6 What did they all do on the last day of their holiday?

13 32 CD3 Focus on phonics

Where have they played?
They've played in the sea.
What have they made?
A cup for tea!

What have they bought?
They've bought a dish.
What have they caught?
They've caught a fish!



Speaking 14 Find someone who …

Have you ever been skiing? No, I haven't.

Have you ever played golf? Yes, I have.

Questionnaire

Find someone who …	Names	
has been skiing.		
has played golf.	Peter	Sally
has won a prize.		
has climbed a mountain.		
has made a snowman.		
has played volleyball.		

Writing 15 Write a report about your class.

I spoke to ten people in my class about things they have done.
Three of them have been skiing …

33 CD3 Joke Corner

What do you call a snowball in the summer?

No balll

3 Read and answer.

1. How big must the Olympic medals be?
2. How much silver is there in the gold and silver medals?
3. Who is on the front of the Olympic medals?
4. Who decides what goes on the back of the medals?
5. What was on the back of the medals for the Beijing games in 2008?
6. What colour is jade?

How are the Olympic medals made?

Each Olympic medal must be at least 68 mm across and 3 mm thick. The gold and silver medals must be at least 92.5% silver. There are six grams of 24-carat gold covering each gold medal. The bronze medals contain a mixture of different metals including silver.

The front of the medal

Since 1928, there has been a picture of Nike, the Greek goddess of winning, on the front of every medal.

For the 2004 games in Athens a new front was designed. It had a new picture of Nike flying into the Greek stadium to give the winners their prizes.

The back of the medal

The back of every medal is different for each Olympic Games and is designed by the city where the games are. The medal for the Beijing 2008 Olympic Games had a circle of a green precious stone called jade. Jade is important in China because it means something is beautiful and excellent. The top of the medal looks like a dragon which shows somebody is strong.

Project 2 Design an Olympic medal.

You need:

- A piece of card
- A compass
- A ruler
- A pencil and pens
- Glue
- Scissors
- String or ribbon

How to make your medal:

1. Draw two circles on a piece of card. Use a compass to make them exactly 68 mm.
2. Cut out the circles.
3. Draw the goddess Nike on one circle. This is the front of the medal. Then draw your own design for the back of the medal on the other circle.
4. Glue the circles together and use the compass to make a hole at the top.
5. Put string or ribbon through the hole to finish your medal and show it to the class.

Review Units 7 and 8

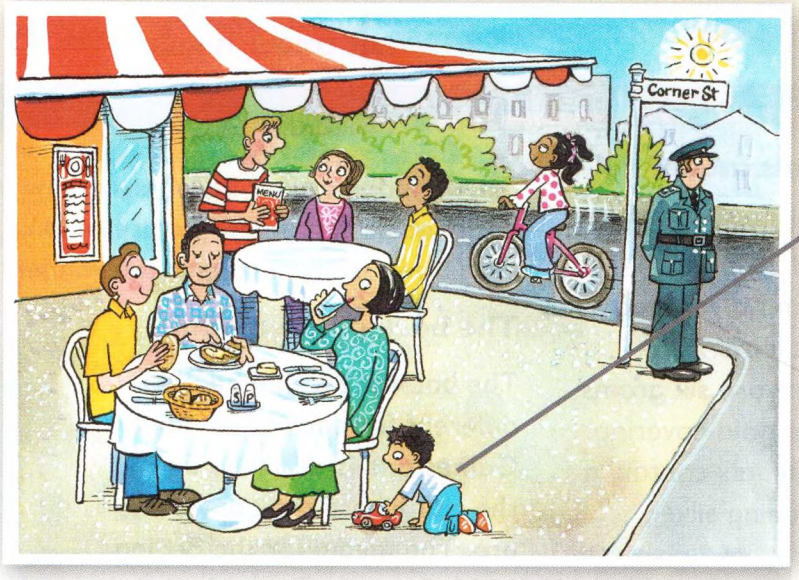
1 Look at the picture. Talk about it in pairs.

Daisy

Sally

Vicky

Fred



It's a sunny day.

They're outside a restaurant.

John

Paul

Jack

2 36 CD3 Listen and draw lines. There is one example.

3 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

~~kicked~~	sandwiches	
water	quiet	
have	shouldn't	
are	can	clothes
sand	dangerous	

Sam and I went to the beach last weekend. We took a picnic and a ball. We were playing football on the beach when I *kicked* _____ the ball into the sea! It was soon far out in the (1) _____ !

'Can you swim?' Sam asked.

'No, I've never learned to swim!' I answered. 'Can you swim?'

'Yes,' said Sam and he started swimming.

The waves were very big.

Sam's dad started shouting at him, '(2) _____ you seen the flag? You shouldn't swim when there is a red flag!'

Sam's dad swam towards him and pulled him back to the beach.

'Sorry, Dad' Sam said. 'The sea was (3) _____ !'

'Err. Shall we have our picnic, now?' I said.

We went to get our picnic, but it wasn't there.

'You (4) _____ leave food on the beach!' Sam's dad said. 'The birds always eat it. Look!'

It was true. We saw lots of big white birds eating our (5) _____ .

Now choose the best name for the story.

Tick (✓) one box.

A day at the beach ☐

The dangerous birds ☐

A lovely swim ☐

4 Play the game.

What's the question?

Instructions

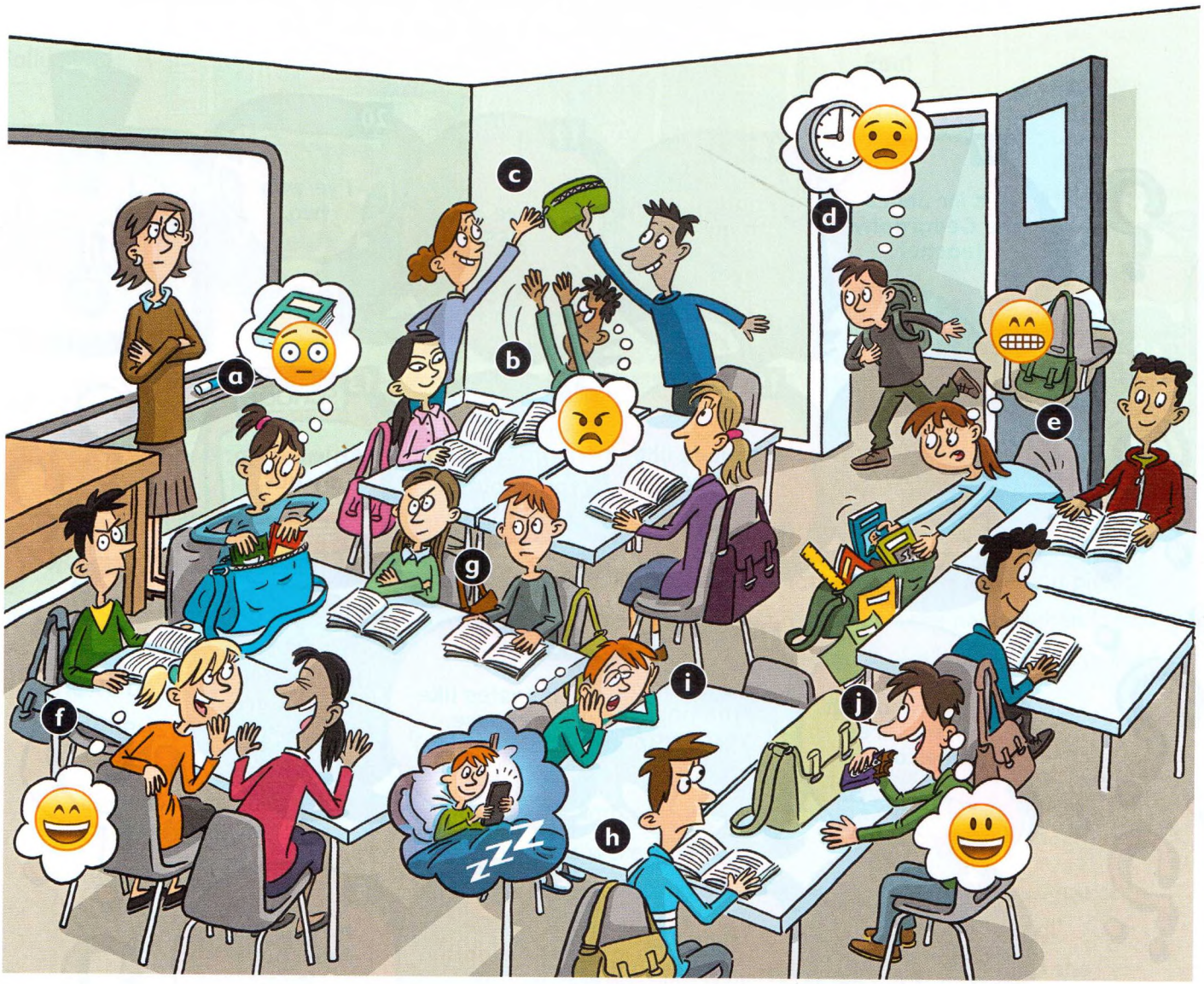
- Play in pairs. One player is red and the other is blue. In turns, go round the board. Read the answer and ask the question. If your question is right, score three points, if it's wrong, lose one point. Make a note of the points in your notebook.

Respect in the classroom

1 Look at the picture. What's wrong? Talk to your friends.

Look at 'a'. What do you think is wrong?

She hasn't got her book for the lesson.



2 37 CD3 Listen and check. Say the letter.

He's worried because he's late.

3 Ask and answer.

That's 'd'.

1 What should the children do to start their lesson on time?
2 Which of the things in the picture do you never do?
3 Which of the things in the picture do you sometimes do?
4 What should you do to be a better student?

1 Read and answer the questions.

1 How did Holly break her leg? 2 Why did she hit her head? 3 Who helped her?

Holly's heroes

It's a rainy day and there are grey clouds in the sky. Holly's walking to school. She's got a history exam. A lot of young people might feel unhappy or worried, but not Holly. Holly's just happy she can walk to school.

Last year Holly was in hospital for four weeks and she had to learn to walk again. We ask Holly about her heroes.

So, Holly, can you tell us what happened to you last year?

I was riding my bike home from my friend's house after school. It was dark and I didn't have any lights so I couldn't see clearly. I was going very quickly down a hill when suddenly a cat ran across the road in front of me. I tried not to hit it, but I fell off my bike.

How terrible! Then what happened?

Well, I can't remember. I hit my head because I wasn't wearing a helmet. People told me what happened. I fell badly and broke my leg in two places.

How did you get to hospital?

A driver saw me on the ground and stopped his car. He phoned for an ambulance and they took me to the nearest hospital. I arrived in less than ten minutes.

Wow! That was fast.

Yes. Thanks to them, the doctors and nurses could work quickly. They had to operate for four hours but they saved my leg. Then I had to learn to walk again.

So you've got a lot of heroes: the ambulance drivers, and the team of doctors and nurses.

Yes, but also the driver who stopped to call the ambulance. I want to say thank you to everyone who helped me. When I grow up, I want to be a doctor or nurse because I'd like to help other people too.

2 38 CD3 Listen and say 'firefighter', 'doctor', 'police officer' or 'ambulance driver'.

Tell the truth but don't hurt

1 Read and choose answers.

1 ***Your friend's got a new haircut and you think it looks awful. When he asks you what you think, you say:***

a) 'It looks terrible. I don't like it.'

b) 'It's OK but I prefer the old haircut.'

c) 'It looks great. It's perfect for you.'

2 ***Your mum spent all afternoon making a special dinner, but you don't like it. What do you do?***

a) You eat it and ask for more.

b) You make a horrible face and say you don't want to eat it.

c) You tell her that it's nice, but it's not your favourite meal. Suggest a meal that she can make more quickly and easily.

3 ***You're shopping with a friend who wants to buy a new dress. She tries on a dress that looks awful on her. She asks you what you think. What do you do?***

a) You say the dress doesn't look very nice and you find a different dress for her to try.

b) You say that the dress looks lovely and tell her to buy it.

c) You tell her the dress looks horrible and you're bored with shopping.

4 ***A new boy in your class invites you to play tennis on Saturday afternoon. You'd like to go to the cinema with some friends. What do you do?***

a) You say, 'Sorry, I can't. I want to go to the cinema with my friends.'

b) You make a horrible face and say, 'I hate tennis!'

c) You smile and say, 'Thanks very much but I want to go to the cinema with some friends on Saturday. Would you like to come with us?'

5 ***You've got a friend who sometimes smells bad after the sports lesson. What's the best way to help him?***

a) Make a horrible face and say, 'You smell bad. Have a shower!'

b) Give him a box of shower gel and deodorant for his birthday.

c) Talk about him with the other students and laugh.

6 ***Your dad hasn't got a job. He lost it last year and your parents are worried about money. It's your birthday soon and you want a big party, but your parents say that you can't have one this year. What do you do?***

a) You tell your parents that you understand and it isn't important.

b) You get angry and stay in your room all day.

c) You tell your parents that you understand. You ask your friends to bring some lemonade and crisps to the park, so you can have a small party.

2 Talk about your answers with your friend. Are they the same or different?

3 Discuss these questions.

1 Is it important to always tell the truth?
2 Are there some situations where it's OK not to tell the truth?
3 How can we say things to help our friends and not hurt their feelings?

4 We use the past continuous to describe what was happening in the past.

Affirmative	Negative (n't = not)	Question
I was reading a book.	I wasn't reading a book.	Was I reading a book?
We were reading a book.	We weren't reading a book.	Were we reading a book?

5 We use *made of* to describe materials.

Affirmative	Negative (n't = not)	Question
It's made of metal.	It isn't made of metal.	Is it made of metal?
They're made of metal.	They aren't made of metal.	Are they made of metal?

6 We use verb + *like* to describe things.

Affirmative	Negative (n't = not)	Question
It sounds like a train.	It doesn't sound like a train.	Does it sound like a train?
They sound like cats.	They don't sound like cats.	Do they sound like cats?

7 We use *should* to give and ask for help or advice.

Affirmative	Negative (n't = not)	Question
I should tell my teacher.	I shouldn't tell my teacher.	Should I tell my teacher?
He should tell his teacher.	He shouldn't tell his teacher.	Should he tell his teacher?

8 We use the present perfect to talk and write about things we did any time up to now.

Affirmative	Negative (n't = not)	Question
They've visited London.	They haven't visited London.	Have they visited London?
She's visited London.	She hasn't visited London.	Has she visited London?

Thanks and Acknowledgements

Authors' thanks

Many thanks to everyone at Cambridge University Press and in particular to:

Rosemary Bradley, for overseeing the whole project and successfully pulling it all together with good humour;
Fiona Davis, for her fine editorial skills;
Colin Sage for his good ideas and helpful suggestions;
Karen Elliott for her enthusiasm and creative reworking of the Phonics sections.

We would also like to thank all our pupils and colleagues at Star English, El Palmar, Murcia and especially Jim Kelly and Julie Woodman for their help and suggestions at various stages of the project.

Dedications

For Carmen Navarro with love. Many thanks for all your hard work, help and support over the years – CN

To my Murcian family: Adolfo and Isabel, the Peinado sisters and their other halves for always treating me so well, thanks for being there and for making my life in Murcia so much fun – MT

The authors and publishers would like to thank the following teachers for their help in reviewing the material and for the invaluable feedback they provided:

Rocío Licea Ayala, Natalia Bitar, Diego Andres Gil Chibuque, Gayane Grigoryan, Shaun Sheahan, Gicela Ugalde.

We would also like to thank all the teachers who allowed us to observe their classes, and who gave up their invaluable time for interviews and focus groups.

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The publishers are grateful to the following contributors:

Stephen Bond: commissioned photography
Alison Prior: picture research
Wild Apple Design Ltd: page design
Lon Chan: cover design
Jo Taylor: cover illustration
John Green and Tim Woolf, TEFL Audio: audio recordings
Songs written and produced by Robert Lee, Dib Dib Dub studios.

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

4843/24, 2nd Floor, Ansari Road, Daryaganj, Delhi – 110002, India

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Information on this title: www.cambridge.org/9781107628915

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First published 2009
Second edition 2015
20 19 18 17 16 15 14 13 12 11 10 9

Printed in Dubai by Oriental Press.

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-62891-5 Pupil's Book 5
ISBN 978-1-107-69911-3 Activity Book with Online Resources 5
ISBN 978-1-107-66921-5 Teacher's Book 5
ISBN 978-1-107-67521-6 Class Audio CDs 5 (3 CDs)
ISBN 978-1-107-62962-2 Teacher's Resource Book with Online Audio 5
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ISBN 978-1-107-66372-5 Interactive DVD with Teacher's Booklet 5
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ISBN 978-1-107-65541-6 Posters 5
ISBN 978-1-107-68132-3 Tests CD-ROM and Audio CD 5–6

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